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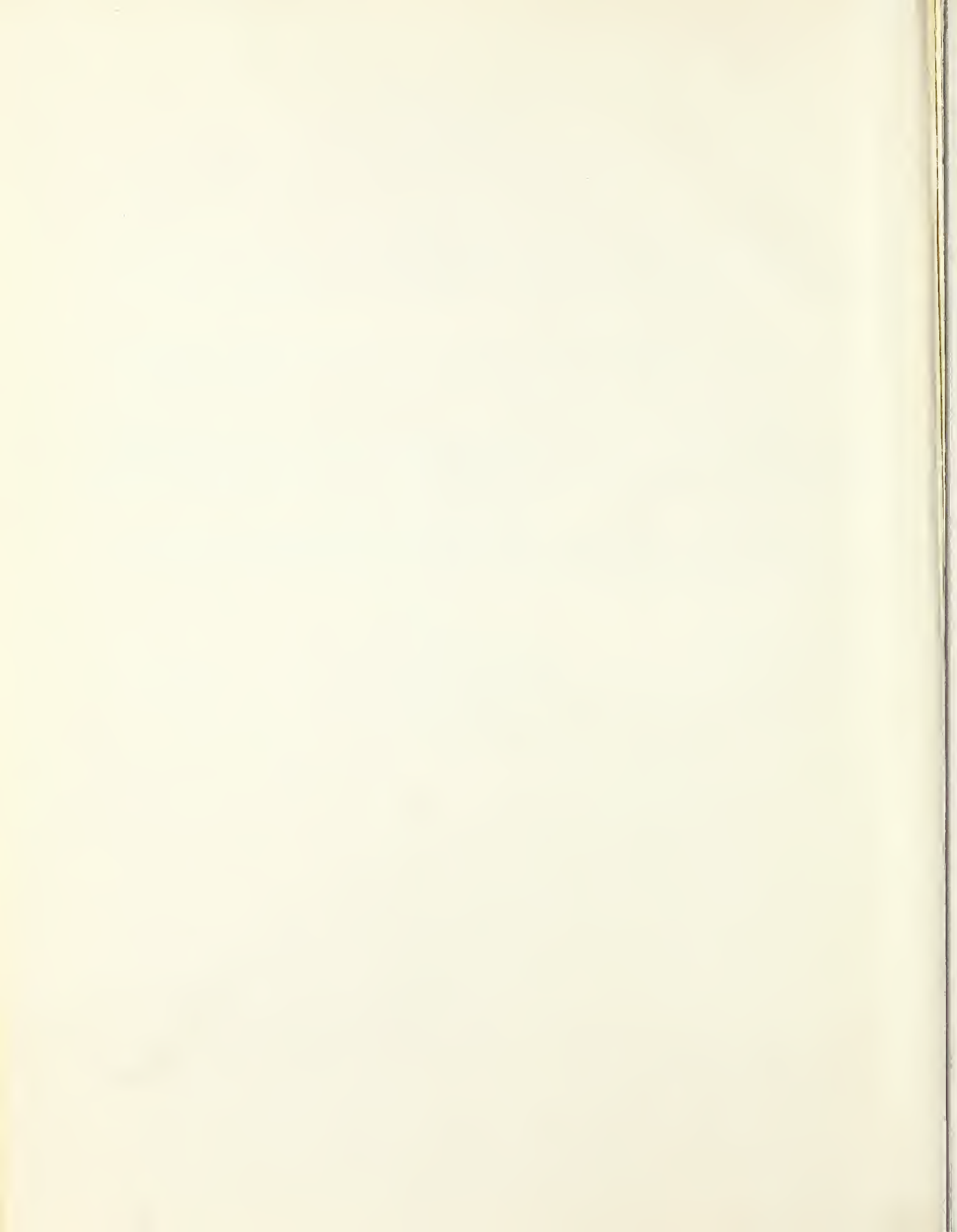
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THE UNIVERSITY OF ALBERTA

THE EVALUATION OF TRANSITION CLASSES FOR LOW-ACHIEVERS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

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## ABSTRACT

The purpose of this study was to evaluate a specific type of program set up for low-achievers who had come to the end of elementary school but who appeared unable to cope with a regular junior high school program. The classes offering this program were called transition classes.

The representative sample used was one hundred students drawn from a population of two hundred thirty-eight students who were at or below the twentieth percentile on grade six year-end system tests. These students were enrolled in separate classrooms located in different schools throughout the Edmonton Separate School System. Classroom enrolments were limited to twenty students and with the exception of two or three periods per week instruction was given by one teacher.

Instruction differed from that in the regular classroom. Teachers diagnosed the student's difficulties on an individual basis and provided remediation. Each student was taught, at his own level of achievement, as an individual or in a small group. Different groupings were used for each subject. Every possible means was used to build confidence in the individual. School principals and parents cooperated fully in doing what they could to give prestige to these classes.

Evaluation was divided into three different phases. The achievement of transition class students was compared with low-achievers retained in regular grade six classes as well as similar students



promoted to grade seven classes. Within transition classes the one hundred students were divided into three groups for each of the following categories: age, ability, years in school, home situations and language backgrounds. These groups as well as the two sex groups were compared to determine if there were significant differences among groups in achievement gains in reading, arithmetic and spelling. Questionnaires and interviews involving principals, teachers, students and parents were used to establish whatever changes might have taken place in the attitudes of students.

An analysis of covariance was used to determine significant differences in achievement test results.

This statistical analysis revealed that there were significant differences in achievement test results in favour of transition class students when compared with either low-achievers retained in grade six or those promoted to grade seven. Intraclass comparisons of transition students showed no significant differences in achievement gains for sexes, groups in school for different periods of time, nor for groups from different home situations. There was a significant difference in favour of the highest ability group in arithmetic, the oldest students in reading, and the group who had spoken English for the shortest period of time in spelling. Questionnaires and interviews indicated that attitudes of students towards school had improved.

It was concluded from the analysis of achievement test results and questionnaire-interview data that transition classes had served



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a worthwhile purpose. By adjusting methods, by altering the curriculum, by limiting enrolments, by employing competent teachers interested in low-achievers, and by enlisting the help of parents it was possible for many students to overcome deficiencies to the point where they might be expected to make satisfactory progress in the regular classroom. For the balance of the students it provided the opportunity for them to regain confidence in themselves and to progress from their own level of achievement at their maximum rate without fear or embarrassment. This program with only slight modifications appears to offer a means of retaining these latter students profitably in school over an extended period of time.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It is a very important document, as it contains the President's first message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States. It contains a great deal of information about the state of the Union at that time, and it is a very important document for the study of American history.

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## ACKNOWLEDGEMENTS

The writer wishes to express appreciation to the principals and regular classroom teachers who assisted in the testing of students and to the transition class teachers whose interest and cooperation throughout the year and whose willing acceptance at the end of the year of marking and tabulating test results as well as assuming responsibility for accurate completion of questionnaires and interviews, was a continued source of encouragement.

Appreciation is expressed to the members of the committee for their counsel and assistance in the completion of this thesis. Special thanks is expressed to Dr. M.D. Jenkinson for her continued help, guidance and encouragement in the completion of this study.



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## CHAPTER I

### THE PROBLEM

#### I. INTRODUCTION

In a democratic society the emphasis is placed upon the uniqueness of the individual. The onus for closing the gap between the collective abilities of the members and what is desired and expected is in the main placed upon the school. Low-achievement whether in retarded, average or bright children and whatever the cause continues to be a matter of concern to teachers and supervisors, to parents and children themselves.

Present day efforts to increase productivity, to see that no manpower is wasted and that each individual achieves his highest potential have called for a re-examination of the program for those students who learn less well. . . .<sup>1</sup>

The purpose of this study is to evaluate classes set up specifically for low-achievers at the end of elementary school. A comparison will be made between these students and matched pairs remaining in grade six or promoted to grade seven. In addition all of the students in transition classes will be divided into groups according to sex, age, ability, years in school, home situation and language background. These groups will be compared to determine which students appear to benefit most by this type of instruction. The evaluation will include both attitudes and achievement.

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<sup>1</sup>William H. Bristow, Curriculum Research Report, (New York: City Board of Education, May, 1959).



## II. BACKGROUND OF THE PROBLEM

Acceptance of responsibility for mass education implies that every student remain in school as long as he can profit from a program designed to meet his needs.

Many students drop out of junior high school before they have reached their educational peak and without exploring latent abilities that might fit them for productive membership in society. The reasons for these drop-outs are many and varied. The student's ability may be low or he may have been a failure in school due to different causes. Some of these might include frequent changes of schools, poor home environment, reading difficulties, emotional disturbances, personality clashes and many others.

Whatever the cause, many students in junior high school find themselves unable to cope with the regular classroom program. In many cases they compensate for lack of achievement by adopting indifferent and even hostile attitudes. Not only do such students draw little benefit from school, but they interfere with the efficient operation of the school.

In the Edmonton Separate Schools these students for the most part have been on a modified program in the elementary grades. This program called "Individualized Instruction" is a type of continuous progress plan whereby average students progress at the rate of one grade per year. Superior students may complete the six elementary grades in five years and the students we are concerned with here may







take seven or eight years. A small number of them may have spent only six years but have reached the point where retention in the elementary grades for an additional year must be considered. Contrary to common opinion these are not all slow learners, that is with intelligence quotients below 90. In fact, approximately 50 percent of this group appears to fall within the average range of ability.

In September 1961 a pilot study was undertaken in an attempt to provide a satisfactory solution to this problem. Two classrooms were set up to provide special instruction for low-achievers. The present study is an outgrowth of this pilot project.

### III. DEFINITION OF TERMS

The following terms are defined as they are used in this study.

Elementary. Elementary refers to the grades up to and including grade six.

Junior high school. Grades seven, eight and nine are referred to as junior high school.

Achievement. Achievement refers to scores or marks obtained in reading, arithmetic, spelling, language, science and social studies.

Low-achievers. A low-achiever is a student who performs considerably below the level normally expected of his age and grade. It includes the student in the lower range of ability as well as the student in the average range whose achievement is far below what might be expected from his potential.



Transition classes. These are classes set up to provide a special program of instruction designed specifically for students who have come to the end of elementary school but who are unable to cope with regular junior high school work.

Experimental group. All students enrolled in transition classes form the experimental group. This group is used in total as well as in the following two sub-groups:

- (a) Transition Six. This refers to a group of transition class students matched in pairs with low-achievers remaining in grade six.
- (b) Transition Seven. This refers to another group of transition class students matched in pairs with low-achievers promoted to grade seven.

Control groups. The following two control groups are included:

- (a) Control Six. This refers to a group of low-achievers retained in grade six, matched in pairs with students in transition classes.
- (b) Control Seven. This refers to a group of low-achievers in grade seven matched in pairs with students in transition classes.

#### IV. HYPOTHESES

The following hypotheses concerning achievement and attitude will be tested in this study:

- A. That there are no significant differences in achievement test results of Control Six and Transition Six in:
  - 1. Reading
  - 2. Arithmetic

THE UNIVERSITY OF CHICAGO  
DIVISION OF THE PHYSICAL SCIENCES  
DEPARTMENT OF CHEMISTRY  
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CHICAGO, ILLINOIS 60607

TO THE EDITOR:  
I am writing to you to inform you of the results of my research on the properties of the new material which I have discovered.

The material is a new type of polymer which has been synthesized by a new method. It has many unique properties which make it very interesting for study.

One of the most important properties of this material is its high strength. It is much stronger than most other polymers and can be used in many different applications.

Another important property is its low cost. It can be produced in large quantities at a very low price, which makes it very attractive for commercial use.

I am sure that this material will be of great interest to you and your colleagues. I would be happy to provide you with more information if you are interested.

Very truly yours,  
[Signature]

Enclosed are two copies of a report on the properties of this material. I hope you will find it useful. If you have any questions, please let me know.

3. Spelling
4. Language
5. Science
6. Social Studies
7. Study Skills.

B. That there are no significant differences in achievement test results of Control Seven and Transition Seven in:

1. Reading
2. Arithmetic
3. Spelling
4. Language
5. Science
6. Social Studies
7. Study Skills.

C. That there are no significant differences in achievement test results in reading, arithmetic and spelling for the following groups within transition classes:

1. Boys and girls
2. Different age groups
3. Different ability groups
4. Groups in school for different periods of time
5. Groups from different home situations
6. Groups with different language backgrounds.

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D. That there are no changes in attitudes of students in transition classes as determined by examination of data contained in questionnaires and gathered through interviews involving:

1. School principals
2. Transition class teachers
3. Parents of students
4. Students.

## V. THE EXPERIMENTAL DESIGN

In order to carry out the purpose of this study it is planned to set up six transition classes. Classrooms will be located in schools where the greatest need appears to exist and students from adjacent schools will attend these classes. In this way a representative sample of approximately one hundred students will be placed in separate classes.

By limiting enrolments in each class to twenty students instruction, given by highly competent teachers, will be distinctly different from that in the regular classroom. Each student will be given assistance in overcoming particular difficulties and will follow a developmental program at his own level of achievement. This means that students will be grouped and re-grouped or taught on an individual basis for different subjects. Every effort will be made to motivate the students and parents will be called on to assist.





Arrangements will be made whereby the teacher will be given time off from teaching to carry out individual diagnosis and to provide a certain measure of guidance to each student. Books previously used by students will not be used in these classes.

The study will attempt to determine if there is any significant difference in the achievement of students in transition classes and low-achievers who remained in grade six or who were promoted to grade seven. To do this a group of students from transition classes (Transition Six) will be matched in pairs with low-achievers remaining in grade six (Control Six). Another group of transition class students (Transition Seven) will be matched in pairs with low-achievers who have been promoted to grade seven (Control Seven). The matching of the above pairs will be based on age, I.Q., sex and June 1962 achievement test results in reading, arithmetic, spelling, language and science. The results of achievement tests to be administered at the end of one year (June 1963) will form a basis for statistical analysis to determine if there is a significant difference in achievement.

In addition to these two comparisons intraclass comparisons of groups within transition classes will also be carried out to determine if there is a significant difference in achievement gains of different groups. These gains will be determined by pre-test and post-test results in reading, arithmetic and spelling. Appropriate statistical tests will be applied.

To determine if attitude changes have taken place as a result of one year in transition classes questionnaires will be completed



by school principals, teachers and students themselves. Teachers will also record information gained through interviews with parents at the end of the year.

## VI. LIMITATIONS OF THE STUDY

The study will cover a one year period. The teachers selected will not have had previous experience with this type of program. They will therefore be learning as they proceed and it is quite likely that, should they conduct similar classes in the future, their methods and procedures might differ.

It will not be possible to use a randomly selected sample for various reasons: parental approval may not always be given for students to join these classes; the location of classrooms may be such that some students may be unable to attend. Consideration will have to be given to students whose parents have requested special help for them.

The population selected for the study will be based on the results of school system tests and administered in June 1962 by classroom teachers. It is assumed that the tests will be carefully administered, accurately marked and that the results will be carefully recorded.

End of the year comparisons between experimental and control groups in social studies and study skills will be made on the assumption that if the groups are matched prior to the program in age, intelligence and achievement in reading, arithmetic, spelling, language and science they will also be matched in these areas.

1877-1878. The first year of the new century, 1877, was a year of great activity and progress in the history of the world. The year 1877 was a year of great activity and progress in the history of the world.

## THE YEAR 1877

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No comparison will be drawn between attitude changes of experimental and control groups.

Intraclass comparisons of groups within transition classes will be limited to achievement in reading, arithmetic and spelling since these subjects will receive major emphasis.

Statistical tests will not be applied to questionnaire and interview data used in determining attitude changes of students in transition classes.

All of the conclusions in this study will be subject to the foregoing limitations.

## VII. SIGNIFICANCE OF THE STUDY

During recent years school systems in Alberta are inaugurating a variety of programs for students experiencing particular difficulties in junior high school. Remedial or special classes for grade eight students are not uncommon. Pre-employment programs for sixteen year-olds unable to pass grade nine departmentals are appearing in many large school systems. Consideration is presently being given to the establishment of junior vocational schools.

Although the writer was unable to find any research studies on any of the programs in progress it would appear that many of them have merit. It is the writer's feeling, however, that most of these programs do not start soon enough to prevent the frustration and its ill effects so commonly found in these students. A special program set up for low-achievers leaving elementary school might enable some





students to overcome difficulties and return to the regular classroom. In addition it might act as a screening device in selecting students who should not continue on a strictly academic program.

This study therefore is significant in that it will attempt to evaluate a particular program set up specifically for low-achievers entering junior high schools.





## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

Although the literature on low-achievers in general is voluminous in nature that which applies specifically to students at the end of elementary school appears to be limited. The literature reviewed here was selected on the basis of the implications it held for this group of students. The effect of promotion policies, the incidence of school drop-outs, delinquent behavior, the influence of the home and the organizational procedures in the school are the five areas which were examined.

#### I. THE EFFECT OF PROMOTION POLICIES ON ACHIEVEMENT AND ATTITUDES OF LOW-ACHIEVERS

According to the "Curriculum News Letter"<sup>1</sup> published in August 1957 the question of whether to fail or promote seems to be one for which there are only wrong answers. If a child is promoted before he has mastered the skills of the previous grade, he will be frustrated in his work because of lack of background necessary for the acquisition of new skills. If he is not promoted he has to repeat material that is no longer new to him and perhaps will do no better the second time over than the first. During the present century many experiments have been conducted in an effort to arrive at a solution to this problem.

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<sup>1</sup>Alberta Department of Education, Promotions in Alberta Schools, Curriculum News Letter (Edmonton: Department of Education, 1957).



In the early 1930's although not the first to experiment in this area, Cheyney and Bayer<sup>2</sup> carried out studies to compare high promotion rate schools in Philadelphia. Their conclusions indicate that in general the repetition of the work is less productive of educational gains to the pupil than regular progress through the grades.

Steadman<sup>3</sup> observed that greater benefits from grade repetition accrue to students of low intelligence. He suggests that grade repetition might not be so boring to the slow learner. From his study of 109 repeaters Mateer<sup>4</sup> concluded that individual consideration must be given in each case. Failure and disappointment are never pleasant experiences. Neither is the frustration that faces a pupil who is passed to tasks he is unprepared for.

Farley<sup>5</sup> equated a group of 162 nonpromoted pupils with 193 promoted pupils in grade two and five on the basis of intelligence, mental age, and chronological age. Biserial correlations of gains in achievement made by the two groups in arithmetic and reading revealed that nonpromotion was of doubtful value in improving achievement. Repeated failure and retardation defeat their purpose, for rather than encouraging effort they discourage it.

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<sup>2</sup>W.W. Cheyney and P.A. Bayer, "Is Nonpromotion a Defensible Policy?" Elementary School Journal, XXXIII (May, 1933), pp. 647-651.

<sup>3</sup>E.R. Steadman, "Fifteen Who Were Not Promoted," Elementary School Journal, XLIX (February, 1959), pp. 271-276.

<sup>4</sup>E.W. Mateer, "Stay or Go?" Grade Teacher, LXXIII (April, 1956), p. 139.

<sup>5</sup>E.S. Farley, "Regarding Repeaters: Sad Effects of Failure Upon the Child," Nations Schools, XVIII (October, 1936), pp. 37-39.





The long term effects of promotion policies on school achievement were analysed by Coffield and Blommer.<sup>6</sup> They measured the achievement of students who had been promoted and nonpromoted in grades three to six at one and two year intervals, as well as at the times when all the nonpromoted pupils were in seventh grade. Their conclusions indicate that low-achievers who are required to repeat and those who are promoted ultimately perform at about the same level when performance is measured at a higher level. Certain uncontrolled variables may have however influenced their findings. They do however caution against automatic promotion of all students. Another longitudinal study was conducted by Hall and Demarast.<sup>7</sup> They examined the school performance of over twenty thousand elementary school children and concluded that keeping children with their own age group had a beneficial effect on achievement.

A group of fifty-five promoted second grade pupils was equated by Goodlad<sup>8</sup> with a like number of nonpromoted first-grade pupils on the basis of mental age, chronological age and achievement. He concluded that promoted children tend to be more accepted as friends and the non-promoted showed evidence of hostility to school.

Canadian research has contributed considerable knowledge in recent years. Variables which had previously been neglected were controlled

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<sup>6</sup>W.H. Coffield and P. Blommer, "Effects of Nonpromotion on Educational Achievement in Elementary Schools," Journal of Educational Psychology, XLVII (April, 1956), pp. 235-250.

<sup>7</sup>W.F. Hall and R. Demarast, "Effects of Achievement Scores of a Change in Promotion Policy," Elementary School Journal, LVIII (January, 1958), pp. 204-207.

<sup>8</sup>J.I. Goodlad, "Some Effects of Promotion and Nonpromotion Upon the Social and Personal Adjustment of Children," Journal of Experimental Education, XXII (June, 1954), pp. 301-328.



by Worth.<sup>9</sup> He matched groups of third and fourth grade pupils ordinarily categorized as low-achievers. Statistical tests were applied to achievement gains of the two groups and decisions were in favor of the promoted group to a greater or lesser extent in all areas except paragraph reading. The gains however in all twelve areas for pupils of both groups were less than the ten-month gains normally expected of typical pupils on the standardized test used. It seems reasonable to assume that the accumulated gains of these low-achievers over several years will be substantially less than those of the typical pupil. If this is so it will become increasingly difficult for these pupils to follow a regular curriculum as they progress through the grades.

A follow-up of Worth's experiment was carried out by Ogilvie.<sup>10</sup> He evaluated three years after promotional decisions in grade three, the effects of promotion and nonpromotion in Edmonton Public Schools. Except for spelling and total language there was a significant difference in achievement in favor of the promoted group. It is interesting to note that the mean I.Q. of the group had increased from 94.5 to 98.6. Mention is made that sixteen of the original pairs had either moved from the city or had failed in the intervening years. It is unfortunate that no comparison was made of the level of achievement of the promoted and nonpromoted group with those of their classmates. Because of this we have no way of knowing the comparative degree of retardation which

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<sup>9</sup>W.H. Worth, "The Effects of Promotion and Nonpromotion on Pupil Achievement and Social-Personal Development in Elementary School," Alberta Journal of Educational Research, V (September, 1959), pp. 191-203.

<sup>10</sup>W.L. Ogilvie, "A Longitudinal Study on the Effects on Achievement of Promoted and Nonpromoted at the Grade III Level," (unpublished Master's thesis, University of Alberta, Edmonton, 1961), p. 46.





has taken place. Although the findings appear to suggest that all children should be promoted, Ogilvie points out that recognition and consideration must be given on an individual basis, and that neither promotion or nonpromotion offers a very satisfactory solution to the problems posed by the low-achievers.

A study of two hundred and twelve students who had failed grade seven was carried out by Allison.<sup>11</sup> He compared the students' scholastic progress prior to failure with their subsequent achievement after failure. The significance of the difference between the study sample and the reference sample was tested by  $X^2$  with reference to: Laycock Mental Ability Test, fathers' or guardians' occupation, home status; and particularly to the teachers' ratings in six areas of personality development. The achievement of 70 percent of the students was better the second year in grade seven. However, the study does not indicate clearly how this conclusion was arrived at but the author suggests that students received only passing grades. Allison concludes that low intelligence, poor achievement in elementary grades and poor attitude towards school are major contributing factors that cause failure. He suggests the provision of special classes as a means of reducing the problems of non-promotion.

Failing students are often underachieving students. Chabassol<sup>12</sup> studied underachievement in a group of thirty-five grade ten students.

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<sup>11</sup>C.J. Allison, "Characteristics of Students Who Failed Grade Seven in Edmonton Junior High Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1959), p. 82.

<sup>12</sup>D.J. Chabassol, "Correlates of Academic Underachievement in Male Adolescents," Alberta Journal of Educational Research, V (June, 1959), pp. 130-146.



He found evidence which agreed with Barrett<sup>13</sup> that habits of underachievement once learned were difficult to break. Factors which operate at grade five might still operate when the child is in grade ten. Continual defeat may result in levels of aspiration becoming unrealistically low. Chabassol suggests early identification followed by a concentrated attack on the problem.

Since the majority of low-achievers who have or have not been promoted each year appear to achieve considerably less than the typical student during any experimental period it seems reasonable to expect that by the time these students have reached upper elementary grades their accumulated achievement will also be substantially less. The low-achiever may also be an underachiever. He may be a social problem rejected by those who are able to keep up with regular school work. His attitude towards school may become increasingly worse with every failure. His level of aspiration may become unrealistically low. It would seem that postponing the problem will only increase its intensity. Automatic promotion to junior high school does not provide the answer.

## II. THE INCIDENCE OF SCHOOL DROP-OUTS IN LOW-ACHIEVERS

Those students who leave school as soon as they are permitted to by law or who enter high school but do not remain to graduate are considered to be drop-outs.

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<sup>13</sup>O.H. Barrett, "An Intensive Study of Thirty-Two Gifted Children," Personnel and Guidance Journal, XXXVI (November, 1957), pp. 192-94.





Some years ago drop-outs had a reasonable chance of obtaining employment. Today this is largely impossible. The value of formal education increases each year. The public expects youth to remain in school.

More than twenty years ago Dillon<sup>14</sup> made a study of 1300 school leavers in five communities. He suggests that to prevent maladjustment, trouble signals which appear in elementary grades should be given immediate attention. He found that the major reason for leaving school related specifically to the school. The students who did not regret leaving school had reasons that focused heavily on feelings of insecurity such as: they were failing, nobody cared, teachers were not sympathetic or they were not interested in school work. Dillon makes various recommendations: know the student as an individual, obtain the student's confidence, provide an educational program wherein the student can experience success and secure the parents' interest and cooperation.

An extensive study of the research on school drop-outs was carried out by Hohol.<sup>15</sup> He found associated factors responsible for early school leaving. Retardation resulting in the child becoming overaged was a major factor. He stresses the importance of the elementary school recognizing its responsibility in this regard. It is in the elementary school that the effects of retardation are first felt. When

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<sup>14</sup>H.L. Dillon, Early School Leavers, A Major Educational Problem, (New York: National Child Labor Committee, 1946), p. 94.

<sup>15</sup>A.E. Hohol, "Factors Associated with School Drop-Outs," Alberta Journal of Educational Research, I (March, 1955), pp. 7-17.





the child is faced with tasks he is hopelessly incapable of doing the teaching situation becomes more complicated for the teacher and the learning situation more complicated for the child. Retardation results in the child becoming overaged. Resentment for having to sit in the classroom with much younger children finally results in drop-outs. Low intelligence may be overrated as a primary cause according to Hohol. He found that many drop-outs had the mental ability to do average high school work but were in fact receiving failing marks. This points up the need for the schools to awaken to curriculum changes and guidance requirements of these young people.

Larson<sup>16</sup> found that when parents or guardians showed little interest in the school life of their children, these children seldom remained in school longer than they were required by law.

In his study of 212 students who had failed grade seven, Allison<sup>17</sup> found that 80 of these dropped out at the grade seven level and another 50 dropped out by grade eight. All but 9 of the original group had dropped out of school by grade eleven. He suggests that consideration should be given to the establishment of classes with a special program of studies to provide specifically for those of low intelligence.

A very radical view of the problem is taken by Byrne.<sup>18</sup> From

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<sup>16</sup>H.L. Larson, "The Five School Project Drop-Out Study," Alberta Journal of Educational Research, IV (December, 1958), pp.212-215.

<sup>17</sup>Allison, op. cit., p. 83.

<sup>18</sup>R.H. Byrne, "Beware the Stay-in-School Bandwagon," Personnel and Guidance Journal, XXXVI (March, 1958), pp. 493-496.



his review of research he concluded that students drop out of school for two reasons; they leave school to work or are uninterested. Because school facilities are already over taxed he sees no reason for retaining these students. To retain them would be a trying experience for all persons concerned. He is not alone in his view and yet in a democratic society this low achiever is as entitled to the use of school facilities as any other student.

A recent study on this problem conducted by the Maryland State Department of Education for the year 1960-61 was reported on by Williams.<sup>19</sup> Because the results of school drop-outs change considerably due to the economic changes these recent findings are important. Every high school in the state participated and detailed questionnaires were completed on 13,715 high school drop-outs. Approximately 50 percent of the drop-outs had less than average intelligence but the majority in the study were considered to be fairly normal youths leading normal lives.

The major causes of drop-outs were analysed.

1. More than half of them were from families in which the occupation of the head of the household was relatively unstable and in the lowest income bracket.
2. 78.5 percent of the mothers and 80.3 percent of the fathers had also been drop-outs.
3. Only a small percentage of parents had completed more

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<sup>19</sup>Percy V. Williams, "School Dropouts," Journal of the National Education Association, LII (February, 1963), pp. 10-12.



than nine years of formal education.

4. More than two-thirds of the drop-outs never participated in athletics or extra-curricular activities.
5. More than 56 percent were not achieving according to ability.
6. Approximately 45 percent of the drop-outs were reading at or below the sixth grade level.

The major causes for leaving school given by the drop-outs themselves were lack of interest and lack of success.

This study gives many helpful clues in the identification of potential drop-outs. Mental abilities, failures, retention and low reading levels seem relevant.

Another recent study was carried out by the New York Bureau of Guidance.<sup>20</sup> It was a carefully designed longitudinal study involving 89 school districts between 1954 and 1960. More than 12,000 pupils including all those enrolled in grade seven were involved initially. The negative effect of retardation was highlighted by the fact that only 3 percent of pupils who had been retarded remained in school through grade twelve. More than half of the situations described by counselors as affecting the decision to depart grew out of factors inherent in the reaction of pupils to their school environment. The specific elements most often described by counselors included the attitude of the pupil's parents, the lack of success in school, his low ability, and his indifference to the demands of the school environment. They concluded that school program adjustments must

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<sup>20</sup>Bureau of Guidance, Reducing the School Dropout Rate, The University of the State of New York, (Albany: The State Education Department, 1963).







be considered if schools are to increase their holding power.

From the research in this area it seems reasonable to conclude that the low-achiever is a potential drop-out. When programs are such that it is almost impossible for this student to graduate from high school this is understandable. To take the view of Byrne would be to shirk our responsibility, to take the easy way out. These students deserve the same consideration as all other students. Consideration might be given to providing a program which would arouse the interest of these students. Age might be taken into account and adequate guidance facilities provided.

### III. THE INFLUENCE OF THE HOME ON

#### THE LOW-ACHIEVER

The English Ministry of Education<sup>21</sup> in a recent report emphasizes the urgent need to strengthen all existing links between the home and the school. The school cannot do the job alone, and parents cannot delegate their responsibility for guiding children.

Edelston and Barrett<sup>22</sup> found a considerable relationship between an unsatisfactory home atmosphere and educational failure. One kind of poor home environment is the home in which parents are indifferent

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<sup>21</sup>Ministry of Education, Half Our Future, A Report of the Central Advisory Council for Education (London: Ministry of Education, 1963), p. 70.

<sup>22</sup>H. Edelston, "Educational Failure with High I.Q.," Journal of Genetic Psychology, LXXVII (1950), pp. 85-116.



to the child's progress.

Attitude and opinion of children were derived largely from parents according to Stagner.<sup>23</sup> A relationship between poor academic progress and attitude in the home was noted by Jensen.<sup>24</sup> The child's schoolwork, he found, depended largely on the parents' attitude. Similar findings were made by Hayes.<sup>25</sup> He would agree that the family force limits and conditions the work of the school.

Bayley<sup>26</sup> reports some increasing parent-child similarities during the growth of children. An increasing similarity to their parents seemed most consistent in mental scores. Within sex relationship are stronger than between parent and child of the opposite sex. More information might be gained about the child by the school through an interview with both or particularly the same sex parent. He asserted the parents' attitude to be highly correlated with that of the child.

In his study, Menear<sup>27</sup> found that low achievement and out of

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<sup>23</sup>Ross Stagner, "Attitudes," Encyclopedia of Educational Research, Edited by Walter B. Monroe (New York: Macmillan Company, 1956), pp. 77-84.

<sup>24</sup>Kai Jensen, "Preschool Education," Encyclopedia of Educational Research, Edited by Walter B. Monroe (New York: Macmillan Company, 1956), p. 859.

<sup>25</sup>Wayland J. Hayes, "The Family and Education," Encyclopedia of Educational Research, Edited by Walter B. Monroe (New York: Macmillan Company, 1956), pp. 433-435.

<sup>26</sup>Nancey Bayley, "Some Increasing Parent-Child Similarities During the Growth of Children," The Journal of Educational Psychology, XLV (January, 1954), pp. 1-21.

<sup>27</sup>D.W. Menear, "Parent Opinion and Pupil Achievement," (unpublished Master's thesis, University of Alberta, Edmonton, 1960).



province education of respondents were associated with critical and indifferent attitudes of parents towards the local classroom in which the children were placed. Considerate personal relationships extended by teachers towards parents and pupils seemed to offset the negative effects associated with these factors. He recommended that principals should give personal assistance and understanding to low-achievers and their parents, as well as to the very able children in their schools.

Reporting on studies carried out in Florida following the Sputnik launching, Grobman<sup>28</sup> found that 75 percent of the parents want more information about the school. They were particularly concerned with the inadequate information on report cards. They felt that in cases where the child is failing they should be given early warning so preventative measures might be taken.

In another study he found that secondary schools are less close to their patrons than elementary and there is less use of parents by the school. Parent opinion indicates that parents want this contact although they do not want to take the initiative.

Hattwick and Stowell<sup>29</sup> found that children who were babied or pushed by their parents have many more social difficulties than children from well adjusted homes. There was a slight tendency for children who were babied to develop more social difficulties and poorer

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<sup>28</sup>Hulda Grobman, "Attitude of Parents Towards School Programs," Clearing House, XXXIII (October, 1957), pp. 67-69.

<sup>29</sup>Berta Weiss Hattwick and Margaret Stowell, "The Relation of Parental Over-Attentiveness---," Journal of Educational Research, XXX (November, 1936), pp. 169-176.







work habits through the years. This study indicated that the work of the school depends to a marked extent on parental attitude.

In his study of grade seven failures Allison<sup>30</sup> noted that 58 percent of the parents were unemployed or in the semi-skilled group. Other researchers present conflicting evidence. Frankel<sup>31</sup> found that the father of the low-achiever has less education and ranks lower in occupational status but Boyce<sup>32</sup> found the opposite to be true. Goldberg and Passow<sup>33</sup> found no difference in the occupational or educational level between parents of low-achievers and high-achievers.

It would seem that there should be parental involvement in the education of all children but to a greater extent with children who are failing, underachieving or slower than others. Parents appear to be hesitant in taking the initiative to establish closer relationship with the school. It might be to the particular advantage of low-achievers if the teacher could keep in close touch with the home. By doing this he would gain added insight into the student's problem and by giving

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<sup>30</sup>C.J. Allison, "Characteristics of Students Who Failed Grade Seven," Alberta Journal of Educational Research, VIII (March, 1962), p. 15.

<sup>31</sup>E. Frankel, "A Comparative Study of Achieving and Under-achieving High School Boys of High Intellectual Ability," Journal of Educational Research, LIII (January, 1960), pp. 172-80.

<sup>32</sup>E.M. Boyce, "A Comparative Study of Overachieving and Underachieving College Students on Factors other than Scholastic Aptitude" (unpublished Ph.D. Dissertation, University of Wisconsin, 1956).

<sup>33</sup>Miriam L. Goldberg and Harry Passow, "Study of Underachieving Gifted," Educational Leadership, XXVI (November, 1958), pp. 121-125.



the parent a better understanding of what the school is attempting bring about closer cooperation.

#### IV. DELINQUENT BEHAVIOR AND THE LOW-ACHIEVER

Delinquency varies from place to place but generally it is considered to be behavior which is detrimental to the public interest and is therefore forbidden by law. The juvenile delinquent is considered to be a youth under a specified age who has violated the law.

Eichorn<sup>34</sup> points out that although considerable research has been done in this area for the most part it is fragmentary and segmented. He sees a need for pooling of findings and eliminating all but quality research.

Some thirty years ago McElwee<sup>35</sup> noted that nonpromoted pupils disliked school and school work more than promoted. He also found that there was a higher incidence of problem behavior among children who were not promoted and the nonpromoted child tended to make poorer social adjustment.

Shortly after World War II Eckenrode<sup>36</sup> studied 345 boys in a special training school for delinquents. He found that 300 of them

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<sup>34</sup>J.R. Eichorn, "Research and Delinquency: Some Reflections," Exceptional Children, XXIX (April, 1963), pp. 385-390.

<sup>35</sup>E.W. McElwee, "A Comparison of the Personality Traits of 300 Accelerated, Normal and Retarded Children," Journal of Educational Research, XXVI (September, 1932), pp. 31-34.

<sup>36</sup>J.C. Eckenrode, "The Achievement in Delinquency," Journal of Educational Research, XLIII (March, 1950), pp. 554-558.



had been retarded from one to five grades. At about the same time<sup>37</sup> Glueck found that 41 percent of the delinquents studied were two or more years behind the grades proper for their years. Both felt that lack of school attainment was not a causal factor of delinquency, instead, retardation showed delinquents to be misfits in the school situation.

Hill, Miller and Gabbard<sup>38</sup> claim that nearly all studies of socially maladjusted and delinquent youth are beset with problems of intellectual and educational retardation. It is possible they state that these may be major causes, as well as results of maladjustment. The intellectually retarded pupil for whom no curriculum adjustments are provided may seek recognition through delinquent behavior.

An N.E.A.<sup>39</sup> study based on the responses to a questionnaire by a stratified sample of United States teachers indicates the following:

1. Misbehavior tends to increase with city and school system size.
2. There are the greatest number of behavior problems in junior high school.
3. The highest incidence of misbehavior is in students of below average intelligence.

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<sup>37</sup>Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency, (New York: Commonwealth Fund, 1950), pp. 148-149.

<sup>38</sup>Arthur S. Hill, Leonard M. Miller and Hazel F. Gabbard, "Schools Face Delinquency Problem," Bulletin of the N.A.S.S.P., XXXVII (December, 1953), pp. 181-221.

<sup>39</sup>National Education Association, "Teacher Opinion on Pupil Behavior," 1955-56, Research Bulletin, XXXIV (April, 1956).







4. Where parents are willing to assume responsibility for what their children do in school and who cooperate with the school in seeking solutions to behavior problems, the problems are fewer.

Dealing with problem youth Havighurst<sup>40</sup> emphasizes the need for the schools developing suitable programs for low-achievers entering their teens. Work experience he feels is essential. An effort, heroic though it may be, should be made to improve family life. He stresses the importance of the good teacher and points up how much cheaper prevention by way of specially designed curricula for slow learners would be than continued treatment for delinquents.

Beyond early identification of potential delinquents the school's responsibility to these students does not differ from its responsibility to all children. According to Kvaraceus,<sup>41</sup> basic to the delinquent problem, which is closely allied to school failure, lack of interest in education, and early drop-out from school, is the necessity to focus on the curriculum needs of all children and particularly those with lower academic potential and interest. The typical school program does not make sense to many delinquents nor does it offer them even a remote chance of success. A direct attack on the

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<sup>40</sup>Robert J. Havighurst, "Dealing with Problem Youth," Nation's Schools, LXI (May, 1958), pp. 43-45.

<sup>41</sup>William Kvaraceus, "Delinquency," Encyclopedia of Educational Research, Edited by Chester W. Harris (New York: Macmillan Company, 1960), p. 368.



problem, he states, will be forthcoming only when and as the good schools improve their curriculum opportunities for all youth who are required by law to attend school.

Referring to low-achievers Barber<sup>42</sup> states that unless secondary schools provide young people with skills that can tie them into the adult working world, human resources will be wasted and a great deal of individual unhappiness and privation can result. Unemployable persons increase relief roles and are candidates for mental illness, delinquency and crime. Burchill<sup>43</sup> contrasts conditions thirty years ago with those of today. No longer can a young person unsuccessful in school achieve adult status by going to work. Frustrated by lack of success in school and thwarted by failure to obtain work a sizeable percentage of these young people today become hostile and aggressive. They strike out against society in a variety of ways.

Schrieber<sup>44</sup> warns against equating dropout and delinquency. To equate them is to do an injustice both to the majority of drop-outs and to the complexity of the delinquent problem. A large number of drop-outs are not delinquent.

Most writers tend to agree that the school does not have

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<sup>42</sup>Gertrude A. Barber, "Guiding the Low Ability Student," National Education Association Journal, L (March, 1961), pp. 38-39.

<sup>43</sup>George W. Burchill, Work-Study Programs for Alienated Youth, (Chicago: Science Research Associates, Inc., 1962), p. ix.

<sup>44</sup>Daniel Schreiber, "The Dropout and the Delinquent: Promising Practices Gleaned from a Year of Study," Phi Delta Kappan, XLIV (February, 1963), pp. 215-221.



custodial responsibility for the socially and emotionally disturbed. They do, however, also agree that the school can assist in the early identification of the potential delinquent. Curricula which will lessen rather than increase the problem should be considered. The school can assist the home by being in closer contact with it.

During the early teen age when youth are entering junior high school the problem becomes more apparent. Prevention and control measures should at least be considered then.

#### V. SCHOOL ORGANIZATIONAL PROCEDURES AND THEIR EFFECT ON THE LOW-ACHIEVER

During recent years educators are placing considerable emphasis on different forms of school organizational plans and procedures to meet individual needs.

Dunlop, Hunka and Zingle<sup>45</sup> reported that in any one grade the range in achievement may extend to eight grades. A study of 21 grade three classrooms in five large city schools by Clark<sup>46</sup> indicated that individual differences in achievement in any classroom are great, but not so great at the grade three level as in higher grades.

A variety of streaming methods which are intended to allow

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<sup>45</sup>G.M. Dunlop, S. Hunka and H. Zingle, "Individual Differences in Alberta Schools," Alberta Journal of Educational Research, (December, 1955), pp. 104-111.

<sup>46</sup>S.C.T. Clark, "The Effect of Grouping on Variability in Achievement at the Grade III Level," Alberta Journal of Educational Research, (September, 1958), pp. 162-171.







children to progress, educationally, at their own pace are now in use. The dull, the average and the bright are expected to make maximum educational progress. Daniel<sup>47</sup> did not find this to be so. He conducted a well controlled experiment involving four three-class-entry junior schools, over a four year period. He found evidence to indicate that non-streaming as compared with streaming, significantly increases the average I.Q. of children in junior high school by about three points. Reading, English and Arithmetic scores were also significantly increased. He points out that there is some tendency for the effects to be reduced as children progress to higher grades. His results seem to indicate that the dull child was helped more by the policy of non-streaming. This was in the early grades and it would not be sound to conclude that the same results would hold as the child becomes older.

In his study of special education for gifted children Dockrell<sup>48</sup> concluded that separating the youngsters into different rooms on the basis of intelligence or achievement alone is valueless. The teacher is the key to what takes place in the classroom.

Goldberg's<sup>49</sup> findings seem to agree with Daniels. Where classes include a wide range of abilities largest increases in academic

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<sup>47</sup>J.C. Daniels, "The Effects of Streaming in Primary Schools," British Journal of Educational Psychology, XXXI (1961), pp. 119-127.

<sup>48</sup>W.B. Dockrell, "Special Education for Gifted Children," Canadian Education and Research Digest, II (March, 1962), pp. 37-43.

<sup>49</sup>M.L. Goldberg, "Research on the Gifted," Teachers' College Record, LX (1958), pp. 150-163.



achievement are noted. There seems to be no significant difference in the achievement of the gifted whether in mixed groups or in special rooms by themselves. The low ability student seems to benefit most when he is in a classroom with gifted students. There is evidence however to indicate that grouping by subjects according to pupil achievement is beneficial.

Ritchie and Worth<sup>50</sup> report on nongraded elementary school programs designed to implement a theory of continuous progress, a study undertaken by Ritchie.<sup>51</sup> The study sought to appraise the development and operation of selected nongraded elementary school programs in Canada and United States. In general the nongraded plan is an administrative system whereby a set of progressive levels or steps is substituted for the present grade nomenclature as a means of classifying pupils for instructional purposes. The system holds little change for the average student but in theory the fast learner may complete elementary grades in less time and the slow learner will take more time but will not be required to repeat work.

A program of continuous progress in operation in Calgary was evaluated by Gillespie.<sup>52</sup> His findings appear to indicate that

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<sup>50</sup>R.C. Ritchie and W.H. Worth, "Nongraded Elementary School Programs," Alberta Journal of Educational Research, VI (September, 1960), pp. 176-185.

<sup>51</sup>R.C. Ritchie, "A Survey of Selected Nongraded Elementary School Programs in Canada and the United States," (unpublished Master's thesis, University of Alberta, Edmonton, 1960).

<sup>52</sup>E. Gillespie, "An Evaluation of Calgary Public Schools Three and Four Year Programmes in Division I," (unpublished Master's thesis, University of Alberta, Edmonton, 1959).



low achievers who completed the four year program did not achieve as well as those who were on a regular grade program but had repeated a grade. The findings indicate that school systems must carefully assess continuous progress plans before accepting them as being superior. Gillespie did feel that slow learners need individualized instruction and suggests that this can best be provided in small classes taught by teachers who are sympathetic to and keenly interested in this type of student.

Educating the slow learner according to Kough and DeHann<sup>53</sup> must start with attitudes; the teacher's attitude towards the student, the student's attitude towards the teacher and the school, the attitude of the class towards him, and his family's attitude towards him.

According to Beattie,<sup>54</sup> in the promotion of pupils from elementary to secondary school consideration must be given to a group of pupils whose age owing to retardation makes them unsuitable for elementary school and whose lack of ability prevents them from qualifying for admission to any regular high school course.

Recently Koontz<sup>55</sup> carried out a grouping experiment in fourth

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<sup>53</sup>Jack Kough and Robert F. DeHann, Helping Students with Special Needs (Chicago: Science Research Associates, 1957), pp. 152-163.

<sup>54</sup>L.S. Beattie, The Development of Student Potential, Conference Study No. 3, (Ottawa: Canadian Conference of Education, 1962), p. 48.

<sup>55</sup>William F. Koontz, "A Study of Achievement as a Function of Homogeneous Grouping," Journal of Experimental Education, XXX (December, 1961), pp. 429-253.







grade classes. Grouping of experimental classes was based on results of a test on basic skills in arithmetic, reading and language and was carried out only in these subjects. This necessitated changing classes and teachers for these subjects thus introducing variables difficult to control. Control groups were matched with experimental groups but they remained in regular classrooms grouped heterogeneously. Experimental groups were provided with materials appropriate to their level of achievement while control groups all used regular grade four material. The control group achieved as well or better in the three areas but the difference was not great. The ability of the students was not considered in the design of the experiment and no attempt was made to show differences in achievement for different levels of intelligence. Conclusions were general and the author suggests that further experimentation should be carried out before the question is resolved.

A recent study conducted by Green<sup>56</sup> seems to cast considerable doubt upon the validity of placement procedures to assign elementary children to five, six and seven year streams or programs.

According to Arbeau<sup>57</sup> a salient feature of grouping practices in Alberta schools is that they generally lack modifications in curriculum. This is a serious indictment for according to Eash<sup>58</sup> merely separating

<sup>56</sup>D.P. Green, "An Evaluation of Methods Used for Programme Assignment in Edmonton Continuous Progress Plan", (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

<sup>57</sup>A.M. Arbeau, "A Survey of Grouping Practices in Grades I to XII in Alberta Schools," (unpublished Master's thesis, University of Alberta, Edmonton, 1963), p. 133.

<sup>58</sup>Maurice J. Eash, "Grouping: What Have We Learned?" Educational Leadership, XVIII (April, 1961), p. 430.



youngsters into different rooms on the basis of intelligence and achievement is valueless.

Burchill<sup>59</sup> reports on projects designed to identify and illustrate outstanding work-study programs aimed at the prevention of delinquent behavior and at the rehabilitation of alienated youth. These are reported as examples of ways in which eight public school systems and one group of private individuals are combining classroom experience and job experience for certain youngsters to prevent them from becoming alienated from their society. These projects are in progress and have not as yet been evaluated.

Work-study programs are viewed by Shreiber<sup>60</sup> as corrective rather than preventative measures and therefore regards them as only one solution to the problem. He highly recommends programs such as New York City's Higher Horizon Program. This program was for a low socio-economic neighborhood. Its main premise was that, regardless of what past records and I.Q. scores might indicate, many human talents, human lives, in fact were going to waste. This program begins with third grade students and a specially trained guidance staff works with each individual child. Results of the original demonstration guidance project show an average gain of 13 I.Q. points in three years. Of the 81 pupils 66 showed an increase, 12 showed a decrease and 3

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<sup>59</sup>Georg W. Burchill, Work-Study Programs for Alienated Youth (Chicago: Science Research Associates, Inc., 1962).

<sup>60</sup>Daniel Schreiber, "The Dropout and the Delinquent: Promising Practices Gleaned From a Year of Study," Phi Delta Kappan, XLIV (1962-63), pp. 215-221.

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remained the same. The average increase gain was greater in the boys than in the girls. The boys average gain was 17 points and the girls was 11.

Further evidence that intelligence is much more susceptible to development than has commonly been believed is related in the Annual Report of the Educational Testing Service.<sup>61</sup>

In South Australia<sup>62</sup> there is no rigid rule as to the type of child who enters an opportunity class. These are classes for children who, for any reason, need help with their education. Intelligence may range from 65 to 70 up to and including the average. Provision is made for some children to return to regular grades thus preventing the stigmatization of these classes as dumping grounds.

In his observations of backward children Stott<sup>63</sup> was led to believe that motivational impairment seems often, in boys, to be made good at puberty. Boys who are virtually ineducable acquire during adolescence confidence and the wish to learn. An underlying and hitherto unused cognitive ability can be brought into play. It is quite possible that the same condition may exist in certain low-achievers.

The studies on grouping, streaming and continuous progress lead us to no definite conclusions. It does seem that the gifted

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<sup>61</sup>Educational Testing Service, Annual Report, (Princeton: Educational Testing Service, 1962-63), pp. 16-17.

<sup>62</sup>L.S. Piddington, "Symposium: Segregation or Integration?" The Slow Learning Child, VII (July, 1960), pp. 7-8.

<sup>63</sup>D.H. Stott, "Should We Segregate the Slow Learning Child?" The Slow Learning Child, VII (July, 1960), p. 19.

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student gains little more from any method of homogeneous grouping. The slow learner seems to achieve better when he is in the same classroom as the fast learner, at least in lower grades. There is evidence however, that grouping for particular subjects such as reading has value. Continuous progress removes the threat of failure but does not increase the rate of progress for the low-achiever. Speed at which the same material is covered appears to be all important. Work-study programs have merit for particular students. Individual guidance programs have had startling results on the intelligence of some students. It is possible that low-achievers may be motivated to a greater desire to learn during adolescence.

### CONCLUSIONS

The literature which has been reviewed gives some indication of the breadth of the topic. Nonpromotion as a general policy seems to be unwarranted. However promoting the low-achiever to tasks he is unprepared for may cause him to develop adverse attitudes towards school. These attitudes are formed during elementary grades and seem to reach their peak in the early teen age years. They may result in early drop-outs. There is evidence that the home plays a vital role and that the school can assist in the early detection and prevention of delinquency.

Specially designed school programs for low-achievers particularly at the end of elementary school seem to be a solution to which educators might give consideration.



## CHAPTER III

### PROCEDURE OF THE STUDY

This chapter describes the nature of the population, the factors taken into account in setting up transition classes, the plan of the experiment, how the plan was carried out and the statistical treatment of the data.

#### I. NATURE OF POPULATION

The population was drawn from the 1324 grade six students in thirty-nine elementary schools of the Edmonton Separate School System. It consisted of 238 students who had already spent six or more years in elementary grades and who in two or more subjects were at or below the twentieth percentile of achievement as determined by school system tests (Appendix A) administered in June 1962. These were the students on whom promotion decisions were most difficult. The final decisions made were as follows:

100 students were placed in transition classes,

70 students remained in grade six,

68 students were promoted to grade seven.

Table I contains a description of the population. Minimum and maximum achievement scores indicates a wide range in all subjects listed. There is more than four years difference in the age of some students.

The school system norms in Table II are expressed in percentiles

1870

1871

1872

1873

1874

1875

1876

1877

1878

TABLE I  
DESCRIPTION OF POPULATION OF LOW-ACHIEVERS  
JUNE, 1962  
N = 238

	Minimum	Maximum	Mean	Standard Deviation
Chronological Age (months)	140	189	156.1	9.8
Intelligence Quotient <sup>1</sup>	70	110	86.7	10.14
Years in School <sup>2</sup>	6	9	6.9	1.39
Total Achievement <sup>3</sup>	145	411	293.0	54.6
Reading	30	90	65.4	12.05
Arithmetic	23	95	65.5	13.8
Spelling	16	94	58.9	18.04
Language	16	82	46.7	11.1
Science	11	91	57.0	15.3

<sup>1</sup>Otis Self-Administering Mental Ability, Intermediate Form I

<sup>2</sup>Years in school is to the nearest year

<sup>3</sup>School System Tests





TABLE II  
SCHOOL SYSTEM NORMS  
GRADE VI, JUNE, 1962

Percentile	Reading	Arithmetic	Spelling	Language	Science
95	97	99	99	87	94
90	93	97	97	82	90
80	89	93	95	77	86
75	87.5	92	94	75	84
70	86	90	92	72	83
60	84	87	89	69	79
50	82	84	85	66	76
40	79	82	81	62	73
30	76	78	74	58	70
25	74.5	75	73	55	68
20	73	73	68	53	65
10	67	65	52	46	60

TABLE  
 showing the results of the  
 experiments on the effect of  
 the temperature of the water on the  
 rate of the reaction

Experiment	Temperature of water (°C)	Time taken for reaction to complete (min)	Volume of gas evolved (c.c.)	Rate of reaction (c.c./min)	Remarks
1	15	10	10	1.0	
2	20	8	12	1.5	
3	25	6	15	2.5	
4	30	4	20	5.0	
5	35	3	25	8.3	
6	40	2	30	15.0	
7	45	1.5	35	23.3	
8	50	1	40	40.0	
9	55	0.8	45	56.2	
10	60	0.6	50	83.3	
11	65	0.5	55	110.0	
12	70	0.4	60	150.0	
13	75	0.3	65	216.7	
14	80	0.2	70	350.0	
15	85	0.1	75	750.0	

to give the reader some idea of the relationship of the above achievement scores to the scores of the rest of the grade six students in the school system.

The population contained approximately one and one-half times as many males as females. Table III shows how the sexes were distributed in various classes after year-end decisions were made.

TABLE III  
DESCRIPTION OF POPULATION BY SEX

	Male	Female	Total
Remaining in Grade Six	37	33	70
Promoted to Grade Seven	45	23	68
Promoted to Transition Class	63	37	100
Total	145	93	238

The students who remained in grade six or who were promoted to grade seven were selected according to regular procedures carried out by different schools. The schools were not aware that either of these groups would take part in an experiment.

## II. DESCRIPTION OF TRANSITION CLASSES

### Selection and Description of Students

Enrolments in each of the six transition classes were limited to

Department of the Interior, Bureau of Land Management, Washington, D.C. 20250

On this day, I, the undersigned, being duly sworn, depose and say that the foregoing is a true and correct copy of the original as the same appears in the files of the Bureau of Land Management, Department of the Interior, Washington, D.C.

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

Page	Line	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	

Witness my hand and the seal of the Bureau of Land Management, Department of the Interior, Washington, D.C., this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

Special Agent in Charge, Bureau of Land Management

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

Notary Public for the State of \_\_\_\_\_

twenty students. Besides the students from grade six twelve low-achievers failing grade seven were also included. New Canadians who had been in Canada for less than two years were included if this solved an administrative problem within the school and if it appeared that these students would profit by this instruction. Only students coming from grade six however were included in the study and the tables are based on information pertaining to the one hundred students who completed one year in transition classes.

Selection of students in the six classes was influenced by achievement already described and various other factors. Only students with I.Q.s below 110 were included. Table IV is based on the Otis Self-Administering test given to all grade five students by the school principal the previous year. A copy of this test is included in the Appendix A. This test requires the student to read questions and to supply answers. Because many of these students have difficulty with reading it is quite possible that an individual test would give a different rating.

Individual intelligence tests were administered by the Education Clinic of the University of Alberta under the direction of Dr. W.B. Dockrell. The results of these tests are included in Table V for comparative purposes. Classes E and F appear to contain students of lower ability. These classes, however, contained more students of non-English background and the I.Q. may not have represented their true ability. Students with I.Q.s below 75 would ordinarily be accommodated in Opportunity Rooms. The students included here may





TABLE IV  
 FREQUENCY DISTRIBUTION OF INTELLIGENCE (GROUP)  
 OTIS SELF-ADMINISTERING

Class Interval	Frequency by Classroom						
	A	B	C	D	E	F	Total
105 - 109	1	3	0	0	0	0	4
100 - 104	1	2	0	0	0	0	3
95 - 99	1	0	5	1	0	3	10
90 - 94	4	4	1	3	2	1	15
85 - 89	3	5	4	5	2	1	20
80 - 84	3	2	2	2	2	2	13
75 - 79	2	4	5	5	7	6	29
70 - 74	1	0	1	0	2	2	6
N =	16	20	18	16	15	15	100



TABLE V  
FREQUENCY DISTRIBUTION OF INTELLIGENCE (INDIVIDUAL)  
WISC OR STANFORD-BINET

Class Interval	Frequency by Classroom						
	A	B	C	D	E	F	Total
105 - 109	3	7	3	2		1	15
100 - 104	1	2	2	3	1		9
95 - 99	1	2	2	1	1	1	8
90 - 94	2	1	1	3		4	11
85 - 89	1	1	3	2	5	5	17
80 - 84	5	4	5	4	4		22
75 - 79	2		1	1		3	7
70 - 74	1	3	1		4	2	11
N =	16	20	18	16	15	15	100



have been refused admittance to these classes by their parents; they may have been functioning reasonably well with some group in the ordinary elementary classroom; or they may have been students of non-English background and not considered candidates for these rooms.

A summary description of the one hundred students is contained in Table VI and bears a close resemblance to the population description given in Table I.

Students had already been in school at least six years. Table VII shows that the majority had been in elementary grades for seven years.

If a student starts school at age 6 years (72 months) and if he spends one year in each grade his normal age by the time he has completed the six elementary grades would be approximately 12 years (144 months). Table VIII shows that the majority of students selected for transition classes were beyond the average age.

Although the number of schools which students had previously attended was not a factor considered in the selection of students it is interesting to note that most of them had attended more than one school, as indicated in Table IX.

Every student placed in a transition class was recommended for such a placement by his classroom teacher and principal. Students showing signs of becoming discipline problems were generally included. Since many students were required to leave their home-school the distance they would have to travel was taken into consideration. Finally, parental approval was necessary before placement was made.





TABLE VI  
DESCRIPTION OF TRANSITION CLASS STUDENTS  
JUNE, 1962  
N = 100

	Minimum	Maximum	Mean	Standard Deviation
Chronological Age (months)	141	178	159.3	8.74
Intelligence Quotient <sup>1</sup>	70	110	84.4	10.16
Years in School <sup>2</sup>	6	9	7.1	.33
Total Achievement <sup>3</sup>	153	411	292.7	56.8
Reading	35	90	64.6	12.58
Arithmetic	30	88	66.5	15.23
Spelling	20	92	58.8	17.15
Language	16	82	45.9	10.09
Science	11	91	55.6	16.94

<sup>1</sup>Otis Self-Administering Mental Ability Intermediate Form I

<sup>2</sup>Years in school is to the nearest year

<sup>3</sup>School System Tests



TABLE VII  
DESCRIPTION OF STUDENTS BY YEARS IN SCHOOL

Years in School	Number of Students
9	1
8	27
7	51
6	21
Total	100



TABLE VIII  
DESCRIPTION OF STUDENTS BY AGE IN MONTHS

Interval in Months	Number of Students
180 - 189	2
170 - 179	15
160 - 169	31
150 - 159	35
140 - 149	17
Total	100

# TABLE 1 Summary of Results of the Survey

Question	Answers
1. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
2. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
3. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
4. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
5. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
6. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
7. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
8. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
9. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100
10. How many years have you been in the service?	1-5 100 6-10 100 11-15 100 16-20 100 21-25 100 26-30 100 31-35 100 36-40 100 41-45 100 46-50 100 51-55 100 56-60 100 61-65 100 66-70 100 71-75 100 76-80 100 81-85 100 86-90 100 91-95 100 96-100 100



TABLE IX  
NUMBER OF SCHOOLS STUDENTS HAD ATTENDED

Number of Students	Schools Attended
31	2
18	3
16	4
10	5
N = 100	



The students came from a variety of home situations. The following tables give the reader some idea of these.

Approximately 50 percent of the students, according to Table X, came from homes where the father was employed and the mother remained at home.

Table XI indicates that none of the fathers were professional and less than half of them were employed in skilled labor.

More than half of the parents had less than nine years of education, as indicated in Table XII.

English only was spoken in 50 percent of the homes and 20 percent of the students had been in Canada between three and five years as shown in Table XIII.

#### Selection and Description of Teachers

The teachers were selected on the following basis:

- (1) They showed an interest in and a desire to teach low-achievers,
- (2) They had at least two years of teacher training,
- (3) They had successful teaching experience in elementary grades,
- (4) They possessed the ability to adjust instruction to individual needs,
- (5) They were willing to participate in an inservice education program devoted to the study of teaching the low-achiever.

Table XIV summarizes the qualifications of the six teachers selected. None of the teachers had specialized in any particular field and no teacher had previous experience in teaching this type of



TABLE X  
GENERAL HOME CONDITIONS

Home Situations	Percent
Father employed, Mother at home	56
Both parents working	28
Parents separated	4
Father deceased, Mother on welfare	2
Father unemployed, Family on welfare	5
Living with foster parents	5





TABLE XI  
TYPE OF WORK PARENTS TRAINED IN

Category	Fathers	Mothers
Professional	0	1
Skilled	33	8
Ordinary Labor	67	91



TABLE XII  
EDUCATION OF PARENTS

Years in School	Percent - one or both parents
More than 10	21
9 - 10	21
7 - 8	24
5 - 6	20
Less than 5	14



TABLE XIII  
LANGUAGE SPOKEN IN THE HOME

Language	Years in Canada		
	More than 5	3 to 5	Total
English only	50		50
English and Ukrainian	14		14
English and Italian	1	11	12
English and French	11		11
English and Portugese	1	4	5
English and Polish	2	2	4
English and German	1	1	2
English and Dutch	2	2	4
Total	80	20	100





TABLE XIV  
 QUALIFICATIONS OF THE SIX TRANSITION  
 CLASS TEACHERS

	Teacher					
	A	B	C	D	E	F
Teaching Experience	4	2	4	4	8	3
Years of Training	5	4	3	5	2	2
Degrees Held	B.A. B.Ed.	B.A.		B.Ed.		



class. Flexibility was an outstanding characteristic of all teachers selected.

### Location of Classes

Classrooms were located so that they could accommodate students from all areas of the city. Two were in the central part, one was on the south side, one in the north east, one in the central west and one in the north west. In all cases the principal indicated an interest in this type of instruction both for the low-achievers in his school and those in adjacent schools. He also accepted the responsibility of acquainting his staff members with this type of instruction, so that this class would be given at least as much prestige as any other class in the school. In all cases he indicated a willingness to teach part-time in this classroom.

### III. PLAN OF THE STUDY

To determine the value of transition classes it was decided to compare the achievement after one year, of students in transition classes with matched pairs remaining in grade six and also with matched pairs promoted to grade seven. Intraclass comparisons of groups within transition classes would also be made to determine the groups deriving the greatest benefit from being in transition classes. Attitude changes of the students in transition classes would be determined through questionnaires and interviews.



### Matched Pairs

Matching was not completed until after school opening in September 1962. At this time it was possible to know the qualifications and experience of teachers in whose classes control students would be located. In this way it was possible to match to a certain extent regular classroom teachers of the control students with transition class teachers. An effort was also made to secure the control partner from a school serving a similar occupational and income group as that of the experimental student. Teachers of control students were not aware of the experiment in progress. Even when final achievement tests were administered at the conclusion of the experiment these were given to groups of students including the controls. In this way it was possible to conceal the identity of the control students.

Matching was done on the basis of years in school, chronological age, sex, I.Q., and year end achievement. Test results were those used in the selection of the population of low-achievers. Because of the wide differences in scores for various subjects, total achievement was not sufficient. Test scores in reading, arithmetic, spelling, language and science were used individually.

Two distinct sets of pairs were selected. Forty-one transition class students (Transition Six) were matched with low-achievers in grade six classes (Control Six). Of these twenty-one were boys and twenty were girls. Table XV contains a summary of mean scores and standard deviations of both groups.

Another forty-one transition class students (Transition Seven)





TABLE XV  
COMPARISON OF TRANSITION SIX AND CONTROL SIX

June, 1962	Transition (N = 41)		Control (N = 41)	
	Mean	S.D.	Mean	S.D.
Chronological Age (months)	155.2	8.83	154.2	9.14
Intelligence Quotient <sup>1</sup>	85.9	8.37	85.5	11.96
Years in School	6.7	.32	6.7	.32
Total Achievement <sup>2</sup>	292.3	44.4	292.1	40.8
Reading	64.6	10.91	63.8	10.81
Arithmetic	67.1	11.18	63.9	11.31
Spelling	60.6	13.41	61.2	14.35
Language	46.2	9.79	45.8	8.77
Science	55.5	11.78	57.3	11.48

<sup>1</sup>Otis Self-Administering Mental Ability Intermediate Form I

<sup>2</sup>School System Tests



were matched with low-achievers in grade seven (Control Seven). Twenty-six were boys and fifteen were girls. The mean scores and standard deviations are summarized in Table XVI.

End of the year comparisons would be based on achievement in reading, arithmetic, spelling, language, social studies and study skills.

#### Intraclass Comparisons Within Transition Classes

Comparisons based on end of the year achievement in reading, arithmetic and spelling would be made by dividing the one hundred transition class students into groups according to sex, age, ability, length of time in school, home situation and language background.

### IV. INSTRUCTION

#### Controls

Grade VI control students were placed in regular classes but followed a program modified in content designed for pupils required to spend an extra year in elementary grades. The forty-one students were located in fourteen different schools selected at random.

Grade VII control students followed the regular departmentalized junior high school program. The forty-one students were located in seventeen schools selected at random.

#### Transition Classes

Students were taught as individuals or in small groups.

Teachers made a particular effort to motivate each student to assume full responsibility for his own progress. They were encouraged



TABLE XVI  
COMPARISON OF TRANSITION SEVEN AND CONTROL SEVEN

June, 1962	Transition (N = 41)		Control (N = 41)	
	Mean	S.D.	Mean	S.D.
Chronological Age (months)	155	8.89	154.7	8.64
Intelligence Quotient <sup>1</sup>	88.7	9.84	89.5	8.91
Years in School	6.7	.33	6.7	.33
Total Achievement <sup>2</sup>	314.0	43.5	314.5	38.2
Reading	69.5	11.02	69.8	10.29
Arithmetic	70.8	12.28	68.6	11.44
Spelling	61.5	10.54	61.5	14.32
Language	49.9	11.66	49.8	8.88
Science	62.9	11.67	62.7	12.28

<sup>1</sup>Otis Self-Administering Mental Ability Intermediate Form I

<sup>2</sup>School System Tests





to experiment with different instructional methods.

All instruction was given by the transition class teacher except for two or three periods per week when the transition class teacher was relieved by the principal or vice-principal.

Regular grade materials were not used. An abundance of materials at different levels of difficulty were provided for each subject.

Audio-visual aids were used where possible.

Major emphasis was placed on reading, arithmetic and spelling.

Students were encouraged to progress as rapidly as possible on an individual basis even to the extent of being promoted to the regular grade eight class at the end of the year.

Teachers were not expected to cover any specific amount of material. They were not required to follow a definite curriculum nor were they held responsible for having students write system tests administered to regular grade students.

Continuous testing was carried out throughout the year. Students were given results of all tests. They were taught to follow their own gains in achievement.

Supervisory visits were made frequently and teachers were encouraged to seek advice from the supervisor in charge at any time. Regular inservice meetings were held monthly to study methods of diagnosis and remediation which each teacher might carry out. Common problems were freely discussed and solutions offered. The principal or vice-principal in the school taught in this classroom for two or three periods each week. This gave the students a feeling of belonging



and the teacher an opportunity to carry out individual testing, remediation and counseling.

## V. PARENTAL INVOLVEMENT

Following study and discussion, parent-teacher conferences were held in October. A guide prepared for teachers is contained in the Appendix E. Teachers explained the purposes of the transition class program. They discussed very frankly the achievement of each student based on recent test results. Most of these test results indicated grade levels. In most cases parents appeared not to be aware that achievement was so low. Parents were encouraged to talk and to state the problem as they saw it. Due to persistent efforts on the part of the teachers, 75 percent of the students had at least one parent present. Methods by which parents could help were suggested. Encouragement rather than reprimand was emphasized.

Conferences were followed by special student progress reports issued in November, February and April. Parents were invited to discuss these reports at any time.

A second parent-teacher conference was held in June when a final report was issued. The best placement of the student for the coming year was discussed. Teachers at this time filled out an evaluation form on the program from the parents' point of view. Through improved student cooperation, 90 percent of the students had at least one parent present at this final conference.



## VI. TESTING PROGRAM

Matched pairs and intraclass comparisons were made on the same year-end tests but transition classes were given additional tests for specific purposes. Care was taken to insure uniformity in administering and marking of tests by classroom teachers. Study Skill tests were marked by a special committee of teachers. Marked test papers were checked by the writer.

### Matched Pairs

A comparison of achievement over the one year period was determined by tests in reading, arithmetic, spelling, language, social studies, science and study skills administered at the conclusion of the experiment in June (Appendix C). Table XVII indicates the tests used.

### Intraclass

The same June tests indicated above were administered to all transition class students. Table XVII indicates the September pretests (Appendix B) in reading, arithmetic and spelling which were also given. Since major emphasis was placed on these subjects achievement gains here would provide a basis for comparison of groups within transition classes.

Individual intelligence tests were administered in order to obtain a more accurate estimate of the ability of students in transition classes. This testing was conducted by the Education Clinic of the







TABLE XVII  
SUMMARY OF GROUP TESTS USED

Tests	September	June
Gates Reading Survey	Form 1	Form 2
Stanford Arithmetic	Form J	Form K
E.S.S.B. <sup>1</sup> Spelling	Form 1	Form 2
E.S.S.B. Science		Form 2
E.S.S.B. Language		Form 2
E.S.S.B. Social Studies		Survey
Informal Study Skills		Form 2

<sup>1</sup> Edmonton Separate School Board



Faculty of Education, University of Alberta.

Individual diagnostic tests (Appendix D) were administered by the classroom teachers. These tests had been studied previously at inservice education meetings. Table XVIII indicates the tests used.

TABLE XVIII  
INDIVIDUAL TESTING PROGRAM

Area	Name of Test
Intelligence	WISC or Stanford Binet
Reading	Informal Inventory
Arithmetic	Buswell-John Diagnostic
Spelling	Gates-Russell Diagnostic

## VII. TESTING INSTRUMENTS

### Group Tests

Gates Reading Survey (1958) Edition, Forms 1 and 2. This test was designed to reveal specific strengths and weaknesses in reading abilities in grades three through ten. The Speed and Accuracy Test consists of 36 paragraphs of substantially equal difficulty, each of which contains a comprehensive exercise to determine whether it has been understood. The Vocabulary Test consists of 65 items, each presenting a key word accompanied by five other words from which the one whose meaning is nearest that of the key word is chosen. The



Level of Comprehension Test consists of 21 passages arranged in order of increasing difficulty. It is not timed. Results are expressed in grade scores.

Stanford Intermediate Arithmetic Test (1953 Edition), Forms J and K. This test is designed specifically for students in upper elementary grades. The Reasoning section tests the student's ability to solve problems. The Computation section determines the student's knowledge of fundamental processes. Results are expressed in grade scores.

Otis-Self-Administering Test of Mental Ability, Intermediate, Form 1. This is a verbal group test for students in grades four to nine. Some twenty types of questions are included. It is relatively easy to administer and to score.

Edmonton Separate School Tests. Spelling, Science, Language and Social Studies tests were designed by teachers in the school system. These tests cover concepts developed in elementary and junior high school grades. Percentile norms for each grade were developed on year end test scores of the total population of that grade. Spelling results are expressed in grade placements. Results in science, language and social studies are expressed in raw scores.

Study Skill Tests of Interpretive Reading. The pupils are given a paragraph in which a problem within their experience is written into a story. They are asked to read the paragraph, and answer certain questions. The paragraph is set to judge the student's ability to interpret what he has read in good written form. The pupils' answers are evaluated on ten points (Appendix C).





### Individual Tests

Informal Reading Inventory. This inventory is a modification of that used in the Sheldon Basic Reading Series. The student is given a copy of the inventory while the teacher follows and makes observations on a similar form. Information is compiled on the Individual Record form. The Vocabulary Check List establishes the reading level. Basic questions on syllabication enables the teacher to determine quickly the student's ability in this area.

Buswell-John Arithmetic Diagnostic Test. This is a test of individual difficulties in the fundamental processes in arithmetic. It enables the teacher to know just how the pupil does his work in order that more effective teaching may follow.

Gates-Russell Spelling Diagnostic Test. This test enables the teacher to examine the student in nine different areas in order to find specific deficiencies. Individual observations enables the teacher to provide the most effective type of program for the individual or groups of individuals who have the same specific difficulties.

## VIII. INFORMAL EVALUATION

### Questionnaires and Interviews

In addition to achievement test scores which constituted a major part of the evaluation, questionnaires pertaining to the program were filled out by all those directly connected with transition classes. These would give some indication if there had been a change in attitude on the part of the students. They would also provide information which



could not be obtained through formal testing. To begin with students filled out enrolment forms containing information which might be compared with that obtained on other forms at the end of the year. Teachers of transition classes assumed the responsibility for conducting a year-end parent-interview and also for seeing that all other forms were completed. All of the forms used are contained in Appendix E.

The following types of evaluation were used:

- (1) Principal's Evaluation. These indicated general impressions of the classes.
- (2) Teacher's Evaluation of Students. One form was completed for each student.
- (3) Teacher's Evaluation of Transition Classes. Each teacher completed a general form pertaining to his own class.
- (4) Pupil's Evaluation. Each student completed a form which indicated his own impressions.
- (5) Parent's Evaluation. This form was completed by the teacher during the June parent-teacher conference.

## IX. TREATMENT OF DATA

At the end of the one year period, data were punched on cards which were processed at the computing center of the University of Alberta. A program on the Analysis of Covariance by Hurst<sup>1</sup> and modified at the University of Alberta was followed. This program

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<sup>1</sup>Rex L. Hurst, Analysis of Covariance Program, (Logan: Utah State University, Computer Center, 1963).



adjusted means and variances of the final scores in achievement on the nine matching variables for the matched pairs. It also made it possible in the comparison of groups within transition classes to adjust means and variances of final achievement scores on variables such as age and intelligence.

The significance of the difference between adjusted means on the achievement variables were calculated and tested by the analysis of covariance<sup>2</sup>, at the accepted one percent and five percent levels. Where more than two groups were involved and the null hypothesis was rejected, means were compared using a "t" test.<sup>3</sup>

No statistical tests were applied to the information gained through questionnaires and interviews.

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<sup>2</sup>B.J. Winer, Statistical Principles in Experimental Design, (Toronto: McGraw-Hill Book Company, Inc., 1962), pp. 578-618.

<sup>3</sup>George A. Ferguson, Statistical Analysis in Psychology and Education, (Toronto: McGraw-Hill Book Company, Inc., 1959), p. 238.







## CHAPTER IV

### ANALYSIS OF DATA AND SUMMARY OF FINDINGS

This chapter is divided into four sections. The first section contains data from the testing of the two control groups and the corresponding transition groups. Section two contains data from the testing of the total group of transition class students. Section three contains information pertaining to attitude changes of the transition students gathered through questionnaires and interviews and the final section contains a summary.

#### I. TRANSITION AND CONTROL GROUPS

Tests were administered in June to the two control groups drawn from regular grade six and grade seven classes respectively and the matched transition groups. Data were compiled on the twelve achievement variables for each group. In addition groups were subdivided into boys and girls and similar compilations were made. This data as well as that pertaining to the nine matching variables used at the beginning of the experiment was punched on cards and processed at the computing center of the University of Alberta. The program on the Analysis of Covariance followed, made it possible to adjust achievement means on the nine matching variables. Information was set up in tables to show the significant differences in the twelve areas of achievement.



### Transition Six and Control Six

1. Total Group. At the one percent level according to Table XIX there are significant differences in favour of the transition group in all areas of reading, spelling, social studies and study skills. At the five percent level there are significant differences in favour of the same group in all areas of arithmetic and in science. Only in language is there no significant difference.

2. Girls. There are significant differences according to Table XX, at the five percent level in favour of the transition group in speed of reading, average reading, arithmetic reasoning and computation. In no instance is there significance in favour of the control group at either the five or one percent levels. Only in language and science do the adjusted means of the control group exceed those of the transition group.

3. Boys. There were twenty-one boys in each group. Table XXI shows a significant difference in favour of the boys at the one percent level in speed of reading, average reading, spelling, science, social studies and study skills. There are significant differences in favour of this same group in reading, vocabulary, comprehension and language at the five percent level. In no instance does the adjusted mean of the control group exceed that of the transition group.

### Transition Seven and Control Seven

1. Total Group. Table XXII shows a significant difference in favour of the transition group in all areas of achievement. This



TABLE XIX  
SIGNIFICANCE OF DIFFERENCES BETWEEN TRANSITION SIX  
AND CONTROL SIX FOR TWELVE  
ACHIEVEMENT VARIABLES  
TOTAL GROUP

Subject	Adjusted Means		Analysis of Covariance	
	Transition N = 41	Control N = 41	Adjusted F (df. 1, 71)	Level of Significance
Reading				
Speed	7.82	6.14	21.90	T .01
Vocabulary	6.27	5.56	11.03	T .01
Comprehension	6.38	5.63	8.98	T .01
Average	6.83	5.77	26.45	T .01
Arithmetic				
Reasoning	7.41	6.94	4.81	T .05
Computation	7.61	7.03	6.64	T .05
Average	7.51	6.97	6.18	T .05
Spelling	7.03	6.05	12.29	T .01
Language	46.92	46.98	.004	N.S.D.
Science	63.45	59.58	4.22	T .05
Social Studies	55.59	39.43	23.44	T .01
Study Skills	53.63	43.36	13.35	T .01

T Significant at the indicated level in favour of Transition

C Significant at the indicated level in favour of Control

N.S.D. No significant difference







TABLE XX

SIGNIFICANCE OF DIFFERENCES BETWEEN TRANSITION SIX  
AND CONTROL SIX FOR TWELVE  
ACHIEVEMENT VARIABLES  
GIRLS

Subject	Adjusted Means		Analysis of Covariance	
	Transition N = 20	Control N = 20	Adjusted F (df. 1, 29)	Level of Significance
Reading				
Speed	8.12	6.67	5.72	T .05
Vocabulary	6.34	5.74	2.35	N.S.D.
Comprehension	6.31	5.68	2.62	N.S.D.
Average	6.94	6.04	6.58	T .05
Arithmetic				
Reasoning	6.99	6.79	4.87	T .05
Computation	7.48	6.71	5.71	T .05
Average	7.22	6.72	2.64	N.S.D.
Spelling	7.77	7.09	3.95	N.S.D.
Language	41.1	50.2	1.77	N.S.D.
Science	57.7	57.9	.006	N.S.D.
Social Studies	47.7	37.8	3.60	N.S.D.
Study Skills	51.9	46.2	1.96	N.S.D.

T Significant at the indicated level in favour of Transition

C Significant at the indicated level in favour of Control

N.S.D. No significant difference



TABLE XXI  
SIGNIFICANCE OF DIFFERENCES BETWEEN TRANSITION SIX  
AND CONTROL SIX FOR TWELVE  
ACHIEVEMENT VARIABLES  
BOYS

Subject	Adjusted Means		Analysis of Covariance	
	Transition N = 21	Control N = 21	Adjusted F (df. 1, 31)	Level of Significance
Reading				
Speed	7.47	5.69	15.33	T .01
Vocabulary	6.15	5.44	6.01	T .05
Comprehension	6.41	5.62	4.51	T .05
Average	6.66	5.58	13.58	T .01
Arithmetic				
Reasoning	7.67	7.23	1.63	N.S.D.
Computation	7.63	7.44	.05	N.S.D.
Average	7.66	7.33	1.22	N.S.D.
Spelling	6.34	5.12	10.23	T .01
Language	51.8	44.5	5.08	T .05
Science	69.3	60.8	9.89	T .01
Social Studies	62.5	41.5	16.41	T .01
Study Skills	55.0	40.9	9.31	T .01

T Significant at the indicated level in favour of Transition

C Significant at the indicated level in favour of Control

N.S.D. No significant difference



TABLE XXII  
SIGNIFICANCE OF DIFFERENCES BETWEEN TRANSITION SEVEN  
AND CONTROL SEVEN FOR TWELVE  
ACHIEVEMENT VARIABLES  
TOTAL GROUP

Subject	Adjusted Means		Analysis of Covariance	
	Transition N = 41	Control N = 41	Adjusted F (df. 1, 71)	Level of Significance
Reading				
Speed	8.13	7.14	8.05	T .01
Vocabulary	6.76	6.17	4.18	T .05
Comprehension	6.96	6.36	4.71	T .05
Average	7.29	6.68	11.46	T .01
Arithmetic				
Reasoning	7.75	6.91	10.08	T .01
Computation	7.57	6.99	6.05	T .05
Average	7.68	6.96	10.74	T .01
Spelling	7.22	6.06	22.52	T .01
Language	55.6	47.3	14.08	T .01
Science	67.9	61.6	9.43	T .01
Social Studies	57.9	44.9	15.02	T .01
Study Skills	55.1	47.1	5.49	T .05

T Significant at the indicated level in favour of Transition

C Significant at the indicated level in favour of Control

N.S.D. No significant difference





difference is significant at the one percent level in reading speed, average reading, arithmetic reasoning, average arithmetic, spelling, language, science and social studies. It is significant at the five percent level in reading comprehension, vocabulary, arithmetic computation and study skills. The adjusted means of the transition group exceeds that of the control group by one year in reading speed and by more than one year in spelling.

2. Girls. Test results according to Table XXIII indicate a significant difference in favour of the transition group in average reading, arithmetic reasoning, and social studies at the five percent level and in science at the one percent level. In no instance is there a significant difference in favour of the control group and only in study skills does the adjusted mean of the group exceed that of the transition group.

3. Boys. There were twenty-six boys as compared with fifteen girls in each group. Table XXIV shows a significant difference at the one percent level in favour of the transition boys in speed of reading, arithmetic reasoning, average arithmetic, spelling, language and social studies. At the five percent level there is a significant difference in favour of this same group in average reading, arithmetic computation and study skills.

#### Summary of Transition and Control Comparisons

There are significant differences in favour of the total transition six group in eleven of the twelve areas of achievement and in favour of the total transition seven group in all areas of achievement.



TABLE XXIII  
SIGNIFICANCE OF DIFFERENCES BETWEEN TRANSITION SEVEN  
AND CONTROL SEVEN FOR TWELVE  
ACHIEVEMENT VARIABLES  
GIRLS

Subject	Adjusted Means		Analysis of Covariance	
	Transition N = 15	Control N = 15	Adjusted F (df. 1, 19)	Level of Significance
Reading				
Speed	8.30	7.07	3.72	N.S.D.
Vocabulary	6.67	6.59	3.38	N.S.D.
Comprehension	6.72	5.91	4.11	N.S.D.
Average	7.24	6.51	7.46	T .05
Arithmetic				
Reasoning	7.19	6.49	4.96	T .05
Computation	7.19	6.98	.19	N.S.D.
Average	7.24	6.74	2.01	N.S.D.
Spelling	7.39	6.69	2.13	N.S.D.
Language	58.1	54.2	1.41	N.S.D.
Science	63.3	56.1	8.25	T .01
Social Studies	53.1	37.6	7.69	T .05
Study Skills	48.9	51.2	2.15	N.S.D.

T Significant at the indicated level in favour of Transition

C Significant at the indicated level in favour of Control

N.S.D. No significant difference



TABLE XXIV  
SIGNIFICANCE OF DIFFERENCES BETWEEN TRANSITION SEVEN  
AND CONTROL SEVEN FOR TWELVE  
ACHIEVEMENT VARIABLES  
BOYS

Subject	Adjusted Means		Analysis of Covariance	
	Transition N = 26	Control N = 26	Adjusted F (df. 1, 41)	Level of Significance
Reading				
Speed	8.19	7.01	7.45	T .01
Vocabulary	6.83	6.39	2.41	N.S.D.
Comprehension	7.11	6.59	1.50	N.S.D.
Average	7.36	6.72	6.52	T .05
Arithmetic				
Reasoning	8.13	7.11	7.29	T .01
Computation	7.78	7.01	6.36	T .05
Average	7.96	7.06	8.89	T .01
Spelling	7.01	5.79	18.86	T .01
Language	53.4	44.2	9.68	T .01
Science	70.1	65.2	3.11	N.S.D.
Social Studies	61.7	48.1	8.39	T .01
Study Skills	56.9	46.4	4.29	T .05

T Significant at the indicated level in favour of Transition

C Significant at the indicated level in favour of Control

N.S.D. No significant difference





In no instance is there a significant difference in favour of the control group.

Significant differences in favour of the transition six girls are shown in four of the twelve areas and in favour of the transition seven girls in another four.

There are significant differences in favour of the transition six boys in eight areas and in favour of the transition seven boys in eleven areas.

There are more and greater significant differences in favour of the transition seven than the transition six. There are also more and greater significant differences in favour of both of the transition boys' groups than the girls of both control groups.

## II. INTRACLAS COMPARISONS OF GROUPS WITHIN TRANSITION CLASSES

Tests administered in June to transition and control groups were not confined to only those students but were administered to all transition class students. The tests in reading, arithmetic and spelling were alternate forms of tests administered to these students the previous September. Pre-test and post-test results are contained in Table XXV. Gains over the one year period are expressed in months. The average gain per year for the typical student is generally considered to be ten months. It is interesting to note that the gains of this group are considerably greater in all areas but reading vocabulary and comprehension. In these two areas the gains are only



TABLE XXV

SUMMARY OF TRANSITION CLASS PRE-TEST  
 POST-TEST RESULTS IN READING,  
 ARITHMETIC AND SPELLING  
 N = 100

	Grade Placement				Mean Gain (months)
	September		June		
	Mean	S.D.	Mean	S.D.	
Reading					
Speed	5.46	1.57	7.78	2.06	23.2
Vocabulary	5.30	1.28	6.26	1.47	9.6
Comprehension	5.59	1.67	6.45	1.60	8.6
Average	5.45	1.24	6.83	1.39	13.8
Arithmetic					
Reasoning	6.19	1.17	7.51	1.47	13.2
Computation	6.07	1.07	7.59	1.56	14.9
Average	6.13	1.01	7.55	1.46	14.2
Spelling	4.99	1.35	6.86	1.67	18.7



slightly less than the typical one year gain.

Except for the two sex groups the one hundred students were divided into three different groups for each of the following categories: age, ability, years in school, home situations and language backgrounds. An analysis of covariance was used to determine if there were significant differences in achievement gains for the above groups. Where necessary a "t" test was applied to determine the group in whose favour significance was and tables summarizing the above information were set up.

### Sex Groups

There were sixty-four boys and thirty-four girls of different ages and abilities. Table XXVI contains a description of the two groups

TABLE XXVI  
DESCRIPTION OF SEX GROUPS BY AGE AND I.Q.

Group	Number	Mean I.Q.	Mean Age (months)
Boys	64	91.75	161.1
Girls	36	85.11	173.1

In the analysis of covariance the mean gains in achievement for the two groups were adjusted on the above two variables. According to Table XXVII, there are no significant differences for either group. The adjusted means indicate that the girls exceed the boys by approximately two months in reading and by one and one-half months in spelling but the boys exceed the girls by one month in arithmetic.





TABLE XXVII  
SIGNIFICANCE OF DIFFERENCES BETWEEN SEX GROUPS  
FOR GAINS IN READING, ARITHMETIC  
AND SPELLING

Subject	Adjusted Means		Analysis of Covariance	
	Boys N = 64	Girls N = 36	Adjusted F (df. 1, 96)	Level of Significance
Reading				
Speed	23.0	23.1	.01	N.S.D.
Vocabulary	9.9	11.0	.19	N.S.D.
Comprehension	8.7	11.8	2.23	N.S.D.
Average	13.5	15.6	1.66	N.S.D.
Arithmetic				
Reasoning	13.9	12.8	.26	N.S.D.
Computation	15.3	15.0	.02	N.S.D.
Average	14.9	13.9	.32	N.S.D.
Spelling	18.1	19.5	.28	N.S.D.

N.S.D. No significant difference



### Age Groups

The one hundred students were divided into three age groups. Group one contained twenty-eight students who were more than one hundred seventy-seven months. Group two contained thirty-seven students who were between one hundred sixty-seven and one hundred seventy-seven months. Group three contained thirty-five students who were less than one hundred sixty-seven months. Achievement gains were adjusted on the mean intelligence quotients of the three groups listed in the table below.

TABLE XXVIII  
DESCRIPTION OF AGE GROUPS BY I.Q.

Group	Months	Number	Mean I.Q.
1	More than 175	28	85.18
2	166 - 174	37	87.84
3	Less than 165	35	94.31

According to Table XXIX there is no significant differences in the three areas of reading taken separately but there is a significant difference when the three areas are averaged. The "t" test indicates that there is a significant difference at the five percent level in favour of group three, the youngest students. The adjusted means of group one, the oldest students, far exceeds that of the other two groups in spelling and in average arithmetic gains.



TABLE XXIX  
SIGNIFICANCE OF THE DIFFERENCES AMONG GROUPS OF DIFFERENT  
AGES FOR GAINS IN READING, ARITHMETIC  
AND SPELLING

Subject	Adjusted Means			Analysis of Covariance		t	Level of Signif- icance
	Group 1 N = 28	Group 2 N = 37	Group 3 N = 35	Adjusted F (df. 2, 96)	Level of Signifi- cance		
Reading Speed	21.72	19.72	28.59	2.52	N.S.D.	1.91	.05 (3)
Vocabulary	10.41	10.12	10.51	.011	N.S.D.		
Comprehen- sion	9.55	8.03	11.95	1.28	N.S.D.		
Average	13.32	12.39	16.94	3.18	.05		
Arithmetic Reasoning	14.32	13.43	12.86	.161	N.S.D.		
Computation	15.34	13.82	16.6	.375	N.S.D.		
Average	15.39	13.69	14.76	.357	N.S.D.		
Spelling	20.05	17.69	18.47	.288	N.S.D.		

N.S.D. No significant difference

(1) (2) or (3) Significant at the level indicated in favour  
of that group





### Ability Groups

The students were divided according to their intelligence quotients into the following three groups: group one, ninety-five and above; group two between eighty-six and ninety-four; and group three, below eighty-six. Achievement gains were adjusted on the mean ages in months listed in the table below:

TABLE XXX  
DESCRIPTION OF ABILITY GROUPS BY AGE

Group	I.Q.	Number	Mean Age
1	95 and above	34	155.2
2	86 - 94	22	160.3
3	Under 86	44	163.2

There is a significant difference at the five percent level according to Table XXXI in favour of group two in arithmetic reasoning. When reasoning and computation are average a significant difference at the one percent level is shown in favour of group one, the highest ability group. An examination of adjusted means indicates only slight differences between group one and two in the three subjects.

### Groups in School for Different Periods of Time

The students were divided according to the number of years they had been in school into the following three groups: group one contained twenty-one students who had been in school for seven years; group two,



TABLE XXXI  
SIGNIFICANCE OF DIFFERENCES AMONG GROUPS OF DIFFERENT  
ABILITIES FOR GAINS IN READING, ARITHMETIC  
AND SPELLING

Subject	Adjusted Means			Analysis of Covariance		t	Level of Significance
	Group 1 N = 34	Group 2 N = 22	Group 3 N = 44	Adjusted F (df. 2, 96)	Level of Significance		
Reading Speed	21.79	24.81	23.91	.226	N.S.D.		
Vocabulary	9.28	12.64	8.85	1.14	N.S.D.		
Comprehension	9.92	12.25	9.66	.429	N.S.D.		
Average	13.30	15.66	14.28	.603	N.S.D.		
Arithmetic Reasoning	17.32	18.15	12.15	3.14	.05	2.22	.05 (2)
Computation	16.94	15.15	10.59	3.27	.05	1.23	N.S.D.
Average	17.27	16.74	11.32	5.71	.01	3.25	.01 (1)
Spelling	18.35	17.93	19.19	.084	N.S.D.		

N.S.D. No significant difference

(1) (2) (3) Significant at the level indicated in favour of that group



fifty-one students who had been in school for eight years and group three, twenty-eight students who had been in school for nine years. Achievement gains were adjusted on mean intelligence quotients described in Table XXXII.

TABLE XXXII  
DESCRIPTION OF GROUPS OF STUDENTS IN SCHOOL  
FOR DIFFERENT PERIODS OF TIME  
BY INTELLIGENCE

Group	Years in School	Number	Mean I.Q.
1	7	21	94.33
2	8	51	87.88
3	9	28	88.32

Table XXXIII indicates that there is no significant difference in any of the areas of achievement. The adjusted means of group three, the group in school the longest period of time, exceeds the other two groups in arithmetic and spelling.

#### Groups from Different Home Situations

The one hundred students were divided according to different home situations into the following three groups: group one contained twenty students who lived with foster parents, parents who were separated or parents unemployed and on welfare, group two contained fifty-four students whose fathers were employed and whose mothers





TABLE XXXIII  
SIGNIFICANCE OF THE DIFFERENCES AMONG GROUPS IN SCHOOL  
FOR DIFFERENT PERIODS OF TIME FOR GAINS IN  
READING, ARITHMETIC AND SPELLING

Subject	Adjusted Means			Analysis of Covariance	
	Group 1 N = 21	Group 2 N = 51	Group 3 N = 28	Adjusted F (df. 2, %)	Level of Significance
Reading					
Speed	23.23	23.11	24.02	.029	N.S.D.
Vocabulary	13.42	9.18	10.14	1.04	N.S.D.
Comprehension	12.11	9.09	9.45	.650	N.S.D.
Average	15.62	13.79	14.05	.398	N.S.D.
Arithmetic					
Reasoning	13.65	12.24	15.61	1.13	N.S.D.
Computation	14.62	14.15	17.61	.991	N.S.D.
Average	13.89	13.73	16.50	1.12	N.S.D.
Spelling	17.09	18.32	20.34	.438	N.S.D.

N.S.D. No significant difference



remained at home, and group three contained twenty-six students whose parents both worked outside of the home. Achievement gains were adjusted on mean age in months and mean intelligence quotient described in Table XXXIV.

TABLE XXXIV  
DESCRIPTION OF GROUPS OF STUDENTS FROM DIFFERENT  
HOME SITUATIONS BY I.Q. AND AGE

Group	Type	Number	Mean I.Q.	Mean Age (months)
1	Foster parents, etc.	20	86.95	156.9
2	Father works	54	92.63	159.5
3	Both parents work	26	84.42	162.8

Table XXXV indicates that there is a significant difference among the three groups in speed of reading but when a "t" test is applied there is no significant difference in favour of any one group. The adjusted arithmetic mean of the third group exceeds that of the other two groups but the first group exceeds the other two groups in speed of reading. In spelling the middle group exceeds that of the other two.

#### Groups With Different Language Backgrounds

Fifty students whose parents spoke no other language but English were placed in the first group. The second group contains thirty students from homes where English and another language was spoken.



TABLE XXXV

SIGNIFICANCE OF THE DIFFERENCES AMONG GROUPS FROM DIFFERENT  
HOME SITUATIONS FOR GAINS IN READING, ARITHMETIC  
AND SPELLING

Subject	Adjusted Means			Analysis of Covariance		t	Level of Signifi- cance
	Group 1 N = 20	Group 2 N = 54	Group 3 N = 26	Adjusted F (df. 2, 95)	Level of Signifi- cance		
Reading Speed	32.15	21.04	21.51	3.33	.01	.93	N.S.D.
Vocabulary	8.47	11.03	10.33	.354	N.S.D.		
Comprehen- sion	7.29	10.87	9.6	.872	N.S.D.		
Average	16.65	13.88	13.17	1.25	N.S.D.		
Arithmetic Reasoning	14.22	12.06	15.84	1.30	N.S.D.		
Computation	16.61	15.59	13.4	.537	N.S.D.		
Average	14.96	14.04	15.20	.183	N.S.D.		
Spelling	18.34	19.97	17.02	.764	N.S.D.		

N.S.D. No significant difference





The third group contained twenty students who had been in Canada between three and five years and who had not spoken English before coming to this country. Achievement gains were adjusted on the mean intelligence quotients and the mean ages in months. Table XXXVI describes the groups.

TABLE XXXVI  
DESCRIPTION OF GROUPS OF STUDENTS OF DIFFERENT LANGUAGE  
BACKGROUNDS BY I.Q. AND AGE

Group	Background	Number	Mean I.Q.	Mean Age
1	English	50	91.74	157.5
2	Non-English	30	90.46	158.9
3	In Canada 3-5 yrs.	20	81.75	167.1

According to Table XXXVII there are significant differences at the one percent level in spelling. When the "t" test is applied significance at the one percent level is in favour of the group who had known English for the shortest time. Students who had spoken English for the shortest period of time also exceed the other groups in mean gains in vocabulary, computation, average arithmetic and spelling.

#### Summary of Intraclass Comparisons

There are no significant differences between sex groups or among groups in school for different periods of time and from different home



TABLE XXXVII  
SIGNIFICANCE OF DIFFERENCES AMONG GROUPS OF DIFFERENT  
LANGUAGE BACKGROUNDS FOR GAINS IN  
READING, ARITHMETIC AND  
SPELLING

Subject	Adjusted Means			Analysis of Covariance		t	Level of Significance
	Group 1 N = 50	Group 2 N = 30	Group 3 N = 20	Adjusted F (df. 2, 95)	Level of Significance		
Reading Speed	24.96	21.55	22.19	.416	N.S.D.		
Vocabulary	9.69	10.05	12.38	.345	N.S.D.		
Comprehension	10.79	7.87	10.36	.837	N.S.D.		
Average	15.12	13.03	13.89	.697	N.S.D.		
Arithmetic Reasoning	12.12	14.13	15.9	2.57	N.S.D.		
Computation	15.09	12.18	20.14	3.04	N.S.D.		
Average	13.47	13.54	18.66	2.93	N.S.D.		
Spelling	16.87	15.79	27.24	5.61	.01	3.47	.01 (3)

N.S.D. No significant difference

(1) (2) (3) Significant at the level indicated in favour of that group



situations. There are significant differences at the one percent level in favour of the highest ability group in arithmetic, and in favour of students who had known English for the shortest period of time, in spelling. There are also significant differences at the five percent level in favour of the oldest students in average reading.

### III. INFORMAL EVALUATION

At the conclusion of the one year period the persons who were directly involved with the transition classes were asked to give their impressions. Transition class teachers assumed the responsibility for seeing that questionnaires were completed by each school principal and each student. They recorded pertinent information gained through interviews with parents in June. In addition to this they completed a questionnaire themselves on each student as well as a general questionnaire pertaining to their class. They gained some information from enrolment forms completed by each student the previous September. The information was compiled from each type of evaluation form.

Principals' evaluation. The six principals felt that the classes had filled a definite need. Bringing students from adjacent schools had created no problems. They did, however, question the value of admitting serious discipline problems from other schools.

They recommended that age and achievement rather than I.Q. be used as a criterion for selection of students.

They felt that principals and vice-principals teaching some periods in transition classes had served a worthwhile purpose. It





gave the students a feeling of belonging and it gave administration an opportunity to know and guide these students. It was suggested that improvements might be brought about by including industrial arts, household economics or some type of arts and crafts on the curriculum.

Teachers' evaluation of students. The teachers completed a form for each of the one hundred students. The information pertaining to habits and attitudes indicated that there had been an overall improvement. Table XXXVIII contains the compiled information.

In addition to the above, teachers reported that greatest improvement had been in work habits, emotional control and cooperation. Parental involvement and cooperation had increased during the course of the year. Sixty-eight percent of the parents had participated in the first conference and ninety-three percent in the final one.

Teachers' evaluation of classes. The teachers felt that low achievers in the average and below average range of ability worked well together. They felt that serious discipline problems, recent immigrants of non-English backgrounds and older students who had no intention of remaining in school beyond the legal school leaving age should not be included in these classes.

The major problems encountered were: indifference on the part of some parents, getting to know the problems of individual students, adjusting methods to suit individual needs and keeping the students motivated.

They suggested the following ways of improving the classes: provide special training for the teachers, carefully screen candidates



TABLE XXXVIII  
TEACHER INFORMAL EVALUATION OF PUPILS' ATTITUDES

Area	Percent of Students N = 100	
	September	June
Completed homework	30	80
Happy in school	21	95
Attended school regularly	81	92
Intended to remain in school	79	92
Read average of 2 books per week	20	76
Not involved with police	88	96
Not behavior problem in classroom	81	96



for admittance, provides additional crafts, develop a homework plan early in the year, include more sources of pupil motivation such as field trips and extend the use of audio-visual aids. In addition, students in transition classes should be integrated with other junior high school students in subjects such as physical education, music, and art. They should also take an active part in student union activities.

Pupils' evaluation. Each student completed an evaluation form which required no signature. Students were urged to express their own feelings rather than that which they thought their teacher might like them to express.

The compiled information in Table XXXIX appears to indicate that the attitude of many of the students towards school had changed.

In addition, the students appeared to have read more books than they had in the previous year. They indicated that they had received the greatest amount of help in reading, arithmetic and spelling in that order. They found it easier to stay out of trouble at school, at home, and away from home. Of these three they had the greatest difficulty at home. Parents too, reported least improvement in student's cooperation with other members of the family.

The majority of the students felt that transition classes had served a worthwhile purpose and should be continued.

Parents' evaluation. Instead of asking parents to complete questionnaires, transition class teachers undertook to record information gained during the year end parent-teacher conference. Parents or guardians of ninety-three percent of the students were interviewed.





TABLE XXXIX  
PUPIL INFORMAL EVALUATION OF TRANSITION CLASSES

Question	N = 100	
	No	Yes
1. Have you been happier in school this year?	12	88
2. Did you want to enter this class in September?	47	53
3. Are you glad that you have spent a year in this class rather than in a regular grade?	9	91
4. Did you find it easier to study this year?	18	82
5. Have you spent more time on home study this year?	29	71
6. Do you plan to remain in school after school leaving age?	14	86



Information pertaining to improvement or no improvement in various areas is compiled in Table XL.

In addition, ninety percent of the parents felt that their children had benefited more by being in this class than in a regular class. All of these parents recommended that the classes should be continued.

Sixty percent of the parents preferred parent-teacher conferences for reporting student progress and a number of these also indicated that these interviews might be supplemented by report cards.

Suggestions for improving classes are ranked in their order of frequency appearing on evaluation forms:

1. Give more homework.
2. Add courses in industrial arts and home economics.
3. Increase the amount of individual help.
4. Start the classes at an earlier age level.
5. Continue the classes for two years.
6. Give parents an outline indicating how they might help the student.

Two parents indicated that to them the classes represented failure for the student.

#### Summary of Informal Evaluation

Principals were in agreement that transition classes had been worthwhile in providing more adequately for the needs of low-achievers. Teachers indicated that students' attitudes towards school had improved.



TABLE XL  
PARENT INFORMAL EVALUATION OF TRANSITION CLASSES

Observation of Pupil by Parent	N = 93 (of 100)	
	No Improvement	Percent Reporting Improvement
Interest in school	7	86
Home study	17	76
Assuming responsibility at home	14	79
Cooperating with others at home	29	64
Recreational reading	20	73
Desire to remain in school	7	86





The majority of students were pleased to have spent a year in this type of class and they recommended that the classes be continued. The parents, with only two exceptions, felt that their children had benefited more by being in these classes than by being in regular classes. They offered useful suggestions for improving the classes.

#### IV. SUMMARY OF CHAPTER

The analysis of the data of matched pairs indicated significant differences in all subjects except language. These differences were in favour of the transition students. Differences occurred more often in the boys sub-groups than in the girls.

When gains in achievement test results for groups within transition classes were analyzed, there were no significant differences between sex groups. In fact adjusted means of girls in reading and spelling exceeded those of boys. There were no significant differences among groups in school for different periods of time nor for groups from different home situations. Only in arithmetic gains were there significant differences among ability groups. In average arithmetic the difference was in favour of the highest ability group and in arithmetic reasoning in favour of the middle ability group. Among groups of different ages there was a significant difference in reading gains. This difference, at the five percent level was in favour of the oldest students. Among groups of different language backgrounds there was a significant difference in spelling gains. This difference, at the one percent level was in favour of the group who had spoken English for the shortest period



of time. The adjusted mean gains of this same group exceeded those of the other two groups in average arithmetic, computation and reading vocabulary.

The informal evaluation carried out by means of questionnaires and interviews indicated that the majority of persons directly connected with transition classes felt that the classes had improved the attitudes of low-achievers towards school. Principals were satisfied that the classes had created no problems within the school. Teachers found that working with parents was a rewarding experience. Students although not anxious to join the classes in September were almost unanimous in indicating their satisfaction in having spent a year in one of these classes. Parents who were somewhat suspicious of placing their children in these classes in September were highly enthusiastic about them by the end of the year. The parents of only two of the one hundred students expressed dissatisfaction with the program.



## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS

This study has attempted to evaluate transition classes set up for low-achievers who come to the end of elementary school but who appear unable to cope with a regular junior high school program. The conclusions are based on a careful analysis of the data pertaining to achievement and attitudes of students outlined in Chapter IV. They are first discussed in terms of their relation to each hypothesis and are then summarized in general terms. Next, implications arising out of the findings are noted as well as their limitations. Suggestions for future research are also included.

#### I. SPECIFIC CONCLUSIONS

##### Hypothesis I

That there are no significant differences in achievement test results of Control Six and Transition Six in:

1. Reading
2. Arithmetic
3. Spelling
4. Language
5. Science
6. Social Studies
7. Study Skills.

The null hypothesis was rejected for all of the areas of achievement except language. The mean achievement test scores for the transition group were significantly higher. Significance was at the





one percent level in reading, spelling, social studies and study skills and at the five percent level in arithmetic and science.

The control group was taught in regular grade six classes but followed a continuous progress type of program whereby students progress at a slower rate but follow essentially the same curriculum and use the same material as the rest of the class. Instruction was given, for the most part, by one teacher but large enrolments prevented, to a considerable degree, the giving of specific help to individuals.

Transition class students, because enrolments were limited, were given a great deal of individual help and guidance. Curriculum adjustments were made and an abundance of different materials was available to teachers and students.

Significant differences between the girls of Transition Six and Control Six were few. These were at the five percent level in average reading and arithmetic. There were significant differences in the boys groups in all areas except arithmetic. These differences were at the one percent level in average reading, spelling, science, social studies and study skills and at the five percent level in language. It is quite possible that girls did not derive as much benefit from transition classes as boys because girls do not appear to be as troublesome as boys in regular classes. For this reason the girls may have received more individual help and encouragement. It is also quite possible that girls derive more benefit from a continuous progress plan at this level than do boys.

A detailed analysis of the data pertaining to each subject



formed the basis for the above conclusions.

1. Reading. The hypothesis in respect to reading was rejected for the total group as well as for the boys and girls taken separately. Significant differences between the girls' groups, however, were at the five percent level and for the other groups at the one percent level. In all cases the mean achievement gains were significantly higher for the transition group. It is possible that girls were not affected as much by motivational devices used for reading in transition classes as were boys.

2. Arithmetic. There were no significant differences between the boys' groups in either reasoning or computation and therefore the hypothesis was not rejected in respect to the boys. It was rejected for the total group and for the girls' sub-group. Where there were significant differences these were in favour of the transition group. Even in the boys' sub-group the adjusted means of the transition group exceeded those of the control group.

3. Spelling. Although the hypothesis was rejected for the total group and the boys' sub-group, it was not rejected for the girls' sub-group. Significant differences again were in favour of the transition group. As in reading, motivational devices used for spelling in transition classes did not appear to influence the girls as much as the boys.

4. Language. Only for the boys' sub-group was the hypothesis rejected. Significant differences were in favour of the transition boys. This was the one subject where the adjusted means for the total group



as well as for the girls' sub-group was favourable to the control students. Language instruction in regular grade six classes appeared to be effective in terms of academic achievement for the girls.

5. Science. Here again, the hypothesis was not rejected for the girls' sub-group but it was for the total group and for the boys' sub-group. Significant differences, however, favoured the transition group. Science was generally taught by the principal or vice-principal. It would seem that the reaction of boys to this arrangement was good.

6. Social Studies. For the girls' sub-group the hypothesis was again accepted. It was rejected for the total group and for the boys' sub-group. Significant differences were in favour of the transition students. In this subject particularly, less time was devoted to it in transition classes than in the regular classroom. The program followed was very general. Limiting the amount of material to be covered appeared to be effective in terms of academic achievement for boys in social studies.

7. Study Skills. In respect to study skills, the hypothesis was not rejected for the girls' sub-group but it was for the total group and for the boys' sub-group. Significant differences were in favour of the transition group. Possibly girls are not as weak in these skills as are the boys and therefore girls were not affected as much by the extra stress placed upon these skills in transition classes.

## Hypothesis II

That there are no significant differences in achievement test







results of Control Seven and Transition Seven in;

1. Reading
2. Arithmetic
3. Spelling
4. Language
5. Science
6. Social Studies
7. Study Skills.

The null hypothesis was rejected for all of the areas of achievement. The mean achievement scores were significantly higher for the transition group.

The control group was taught in regular grade seven classes where it is common for different teachers to teach various subjects. In this situation, because timetabling must be followed quite rigidly, it is difficult for teachers to find time to give individual help. Theoretically instruction may be adjusted to meet individual needs but when classes are large and courses must be covered teaching is generally directed towards the average group of students in the class. If a student lacks the background to cope with new concepts, it is difficult for him to follow regular instruction.

The limitation of enrolments and the adjustment of curriculum in transition classes enabled teachers to diagnose individual problems and to provide remediation. Each student progressed from his own level and at his own rate without fear or embarrassment of test results since the same tests were seldom administered to the entire class.

Control groups used the regular grade seven books which, in most instances, were written far above the pupil's reading level. The



transition group used books which were at a much lower reading level. Even in social studies and science a particular effort was made to select reference books which these students could read. This undoubtedly had a beneficial effect on transition class students' attitudes as well as on their achievement gains in the various subjects.

An analysis of data pertaining to each subject was used in formulating the following conclusions.

1. Reading. The hypothesis in respect to reading was rejected for the total group. The mean achievement score was significantly higher for the transition group. However, for the girls' sub-group there were no significant differences in speed, vocabulary or comprehension; for the boys, significance was at the five percent level for vocabulary and comprehension. In all cases though and in every area of reading, mean achievement scores were higher for the transition group. This would indicate that low-achievers can improve their reading if they are given concentrated help in overcoming difficulties and if encouraged to advance from whatever level they may have attained.

2. Arithmetic. For the total group and for the boys' sub-group the hypothesis was rejected. It was accepted for the girls' sub-group. Significant differences were in favour of the transition group and the adjusted means of the transition girls exceeded those of the control girls.

3. Spelling. The hypothesis was not rejected for the girls' sub-group but it was for the total group and the boys' sub-group.



Significant differences were in favour of the transition students. Individual help given appeared to have a beneficial effect on spelling achievement which was at a low level when the program began.

4. Language. Although the hypothesis in respect to language was accepted for the girls' sub-group it was rejected for the boys' sub-group and for the total group. Significant differences were in favour of the transition group and the adjusted means of the transition girls exceeded those of the control girls.

5. Science. In respect to science the hypothesis was rejected for the girls' sub-group but was accepted for the boys' sub-group. Significant differences were in favour of the transition group. It would seem that because boys appear to have a natural interest in science they achieve equally well in either situation.

6. Social Studies. The hypothesis in respect to social studies was rejected for all groups. Significant differences were in favour of the transition group. It is quite likely that the reference materials used in regular classes were far too difficult for low-achievers. Then again, the course covered may have been too extensive for these students.

7. Study Skills. In respect to study skills, the hypothesis was accepted for the girls' sub-group. It was rejected for the total group and for the boys' sub-group. Significant differences were in favour of the transition group.







### Hypothesis III

That there are no significant differences in achievement test results in reading, arithmetic and spelling for the following groups within transition classes:

1. Boys and girls
2. Different age groups
3. Different ability groups
4. Groups in school for different periods of time
5. Groups from different home situations
6. Groups with different language backgrounds.

The null hypothesis was accepted for sex groups, for groups in school for different periods of time and for groups from different home situations. It was rejected in part for different age groups, different ability groups and groups with different language backgrounds.

1. Boys and Girls. The boys appeared to make greater progress than the girls but they were younger and their intelligence quotients were higher. When these two variables were adjusted, however, significant differences did not occur in any of the three areas of achievement.

2. Different Age Groups. The oldest students made significantly greater gains in reading. The adjusted means in arithmetic, although not significantly higher, were higher than for the other groups. It would seem that the oldest students, when placed in situations where they feel success make substantial gains in achievement.

3. Different Ability Groups. The highest ability group made significantly greater gains in arithmetic when reasoning and computation were averaged. This was the only area where their adjusted means were the highest. Even in this subject significant differences were in favour of the middle group in reasoning. Students' ability did not



appear to play a major role in bringing about achievement gains.

4. Groups in School for Different Periods of Time. Whether students had spent seven, eight or nine years in school achievement gains were not significantly different. It would appear that repeating grades had not affected an overall increase in achievement.

5. Groups from Different Home Situations. There were no significant differences among groups from different home situations. However the adjusted means, of the group from what might be considered the most undesirable home situations, exceeded the other two groups in reading and arithmetic computation. The sympathetic attention which this group received in these classes may have been a factor influencing achievement gains.

6. Groups with Different Language Backgrounds. The group of students who had known English for the shortest period of time made significantly higher gains in spelling. Their adjusted means in average arithmetic and reading vocabulary were higher than either of the other two groups. Transition classes appeared to have provided these students with an effective type of instruction in terms of academic achievement.

#### Hypothesis IV

That there are no changes in attitudes of students in transition classes as determined by examination of data contained in questionnaires and gathered through interviews involving:

1. School principals
2. Transition class teachers
3. Parents of students
4. Students.

This hypothesis was rejected in respect to information received



from all persons directly involved with transition classes. With very few exceptions the reported attitudes of the one hundred students had improved.

1. School Principals. From direct observations within classrooms as well as around the school, principals reported that the attitudes of students towards school and other students had improved. Students appeared to appreciate the attention which principals and vice-principals had given them.

2. Transition Class Teachers. Teachers indicated that students were happier in school. They attended more regularly and they completed more homework assignments. Behavior problems within the classroom were fewer and the number of students involved with the police had decreased from twelve at the beginning of the year to two at the end. The transition teachers' interest together with the guidance given and this combined with students' satisfaction in school were undoubtedly factors responsible for the improved attitudes of the students.

3. Parents of Students. Parents reported that students appeared to be more interested in school. They assumed more responsibility around the home and were more anxious to complete homework assignments. More books were read in the home and the students indicated a greater desire to remain in school. Moreover parents expressed appreciation for the opportunity to cooperate with the school. Although no specific thought had been given to changing parents' attitudes, this was apparent in numerous instances.







4. Students. Students indicated that they had been happier in school. They found it easier to study and they planned to remain in school longer. They recommended that transition classes be continued.

## II. GENERAL CONCLUSIONS

1. Achievement test results in all subjects but language indicated significant differences in favour of transition students when compared with either students retained in grade six or promoted to grade seven. With reference to grade six these findings would agree with those of Worth<sup>1</sup> and Ogilvie<sup>2</sup> in that students promoted, achieved better than those retained. However, comparisons of transition students with those promoted to grade seven indicated too, that transition class students made greater gains. The transition class may be, though, the solution which Ogilvie<sup>3</sup> is getting at when he mentions that neither promotion nor non-promotion offer a very satisfactory solution to the problem posed by the low-achiever. Transition classes may also be the solution implied by Allison<sup>4</sup> in reference to non-promotion and drop-outs when he suggests that certain students might have benefited from some type of program apart from regular classes. Chabassol's<sup>5</sup> findings which indicate that underachievers must be identified before they get to high school if their

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<sup>1</sup>Worth, loc. cit.

<sup>2</sup>Ogilvie, loc. cit.

<sup>3</sup>Ogilvie, loc. cit.

<sup>4</sup>Allison, loc. cit.

<sup>5</sup>Chabassol, loc. cit.



difficulties are to be overcome appear also to be borne out in this study.

2. Students in transition classes were on the average older than typical grade students. Placing these students together appeared to be a factor which resulted in greater achievement gains for them than for students in regular classes. Hall and Demarast<sup>6</sup> also found that keeping children with their own age group had a beneficial effect on achievement.

The oldest students made significantly greater gains in reading than the other two age groups. It is possible that students, when they reach a certain age put forth greater effort in a situation where they can experience success. Stott's<sup>7</sup> observations that motivational impairment seem often in boys to be made good at puberty may have held for this group.

3. A comparison of the test results of the twenty pairs of girls and the twenty-one pairs of boys in grade six showed significant differences in favour of the transition boys in nine areas of achievement and in favour of the transition girls in only four areas. Boys appeared to benefit more by being in transition classes than girls. Continuous progress plans in grade six may more adequately meet the needs of girls than boys.

In grade seven significant differences were also more often in favour of the transition boys than the transition girls. However, there were only fifteen pairs of girls as compared with twenty-six pairs of

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<sup>6</sup>Hall and Demarast, loc. cit.

<sup>7</sup>Stott, loc. cit.



boys and therefore no definite conclusions could be drawn for grade seven.

4. This study found no significant differences in achievement gains among groups from different home situations. This could very likely be because parents who had previously taken an active interest in their child's education continued this interest whereas parents who had not previously taken an interest now made a particular effort to help their child. Globman's<sup>8</sup> suggestions in this regard proved true in that when teachers took the initiative and put forth a particular effort they were able to bring about closer cooperation and understanding with the home. This no doubt had a beneficial effect on achievement gains of various students.

5. Achievement gains were not to a large extent dependent on ability ratings of students. Significant differences were in favour of the top ability group in average arithmetic and in favour of the middle group in arithmetic reasoning. The adjusted means of the middle ability group exceeded the other two groups in reading gains and the lowest ability group exceeded the others in spelling gains. Low-achievers regardless of ability appeared to work well together. The sympathetic help given to individuals who were at the lowest levels of achievement when the program began might have been responsible for these students making substantial gains. These classes may have affected changes in intelligence suggested by Schreiber<sup>9</sup>. It is possible too,

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<sup>8</sup>Globman, loc. cit.

<sup>9</sup>Schreiber, loc. cit.







that ratings for students of non-English backgrounds were not reliable. Another possibility is that factors not measured in the intelligence tests administered were responsible for achievement gains made by some students. No suggestion is intended here that the rate of progress made during the initial year would be maintained in future years by all students.

6. There was evidence to indicate that students' attitudes towards dropping out of school had changed. The majority now intended to remain in school for a longer period of time. The program focused heavily on overcoming feelings of insecurity suggested by Dillon<sup>10</sup>: they were failing; nobody cared; teachers were not sympathetic or students were not interested in school work. Curriculum changes and guidance provisions suggested by Hohol<sup>11</sup> may also have been factors in bringing about this change in attitude. Closer cooperation with the home undoubtedly had a beneficial effect.

7. Students who had previously been behavior problems no longer were, possibly due to curriculum adjustments suggested by Hill, Miller and Gabbard.<sup>12</sup> These adjustments provided students with the opportunity to progress at their own rate from the level of achievement which they had reached. By following their own gains in achievement and by receiving constant encouragement from teachers, students were given a

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<sup>10</sup>Dillon, loc. cit.

<sup>11</sup>Hohol, loc. cit.

<sup>12</sup>Hill, Miller and Gabbard, loc. cit.



feeling of success suggested by Kvaraceus.<sup>13</sup> It is quite likely too, that behavior problems were decreased by parents and teachers working closely together, as suggested by the N.E.A.<sup>14</sup> study.

### III. IMPLICATIONS

Implications arising from these conclusions suggest what school systems might do for low-achievers at the end of elementary school relative to curriculum development, provision of instructional materials, selection and training of teachers, position of special classrooms within a school and the involvement of parents.

1. Transition classes appear to provide a means of identifying with a considerable degree of certainty those students who, because of low intelligence or some other particular reason, should not continue on a regular junior high school program. They also provide a means whereby students capable of following a regular program can overcome their deficiencies and get back on this program.

2. Flexible curricula appear to be essential to the success of programs for low-achievers. Adjustments in curricula seem necessary for the slow learner as well as for the underachiever in the same classroom, for it is unlikely that each of these groups profit from identical programs. Careful planning of these adjustments, it would seem, should precede the initiation of such a program. This planning requires the guidance of persons trained in curriculum building and should undoubtedly involve teachers who will use the program. This

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<sup>13</sup>Kvaraceus, loc. cit.

<sup>14</sup>N.E.A., loc. cit.



would mean that school boards should consider the granting of time off from teaching for persons undertaking this work.

3. One apparent factor responsible for the success of the program described in the study was the provision of a great variety of instructional materials written at appropriate reading and interest levels. This enabled teachers to change materials as soon as they detected waning interest on the part of the student and it provided students with material in subjects such as social studies and science, which they could read. By excluding materials which had been used in previous grades, students did not feel that they were repeating work. The selection and provision of appropriate materials are both time consuming and costly.

4. The teacher is the key to the success of any program but it would appear particularly to programs set-up to meet the needs of low-achievers. Dockrell's findings are borne out in this study but only because limiting enrolments provided teachers with the opportunity to determine the educational needs of each student and then to adjust the curriculum to meet these needs. It would seem that the teacher must be a person interested in slow learners and underachievers. He must be alert to change methods to suit individual needs. He must be anxious and willing to further his education in this field through experimentation and the study of research. It appears necessary that

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<sup>15</sup>Dockrell, loc. cit.







teachers involved in this type of teaching participate in a continuous inservice education program made possible by the school system which they serve. It also seems essential that provision be made within the school for this teacher to have time off from teaching so that he may diagnose individual difficulties and provide guidance to each student. School boards might well consider extra remuneration for master teachers in this field.

5. Where a classroom for low-achievers is set up within a school it appears of great importance that the principal be alert to the danger of a stigma being attached to this class. Consideration might be given to locating this classroom adjacent to those where students of similar ages are taught. Low-achievers might well be included in extra-curricular activities such as inter-school sports and students' union. They might even be absorbed into regular physical education classes of other grades. Staff members should be acquainted with what is being attempted in this classroom so that they in turn might prevent in their students the development of the attitude that these classes are different or inferior. Counselor services provided within the school should be available to these students.

6. The success of any program for low-achievers appears to depend to a large extent on cooperation with the home. Parents often lack understanding of the child's problem. Reprimand rather than encouragement is often used. Many parents of children who are experiencing difficulty in school seem to avoid contact with the school. They may



appear for this reason disinterested in their child's progress but this is rarely the case. They may in fact feel that the school blames them or they may blame the school. It would seem that by teachers taking the initiative the barrier between the home and the school may be broken down. This is a major undertaking for teachers but it would appear a very necessary one.

#### IV. LIMITATIONS OF THE FINDINGS

The conclusions drawn from the study may not be considered definitive, nor was the study exhaustive in its scope by reason of certain limitations.

1. The study was limited by grade level and school system in that it dealt only with low-achievers at the end of grade six in the Edmonton Separate School System.
2. The number of matched pairs of grade seven girls was small, consequently the data might not be representative.
3. The intelligence quotients of recent immigrants of non-English backgrounds may not have been reliable.
4. The sample by necessity was representative rather than randomly drawn from the population.
5. In some instances teachers of control students were changed during the course of the year whereas there were no changes of transition class teachers.
6. Some control students transferred to different schools during



the course of the year whereas transition students even though they changed places of residence continued to attend the same class throughout the year.

7. Although neither regular nor transition class teachers were aware of the nature of this experiment the transition class teachers in order to assess the value of the program for their own satisfaction were particularly concerned with student progress throughout the year as well as final achievement at the end of the year.

8. Part of the transition class program included periodic testing of students to enable both teachers and students to follow individual gains. This motivation was lacking in most regular classes and may have effected final test results.

9. Programs in regular classrooms were based on Department of Education curriculum outlines for all subjects. Transition class students on the other hand followed very general programs which differed according to level of achievement and rate of learning of different students. However, the tests, with the exception of reading and arithmetic used in all groups, were based upon the regular Department of Education programs.

10. Transition class teachers participated in an inservice education program devoted to the teaching of low-achievers. This program began prior to school opening in September and continued throughout the year. Regular class teachers received no specific help other than that ordinarily given with the teaching of regular students.







11. Behavior problems were more prevalent in transition classes at the beginning of the year since these types of students appeared to be recommended for these classes more than low-achievers who were not behavior problems.

## V. SUGGESTIONS FOR FUTURE RESEARCH

The completion of this study has suggested other studies which would be interesting and beneficial to the general field of education and to the improvement of education for low-achievers in particular.

1. Experiments of a longitudinal nature might be conducted to determine whether students who had made substantial gains over the one year period can maintain this rate of achievement over a two or three year period when they are returned to a regular classroom.

2. Experiments of a similar nature to the one on which this study was based might be carried with low-achievers at an earlier age level, possibly those at the end of grade three.

3. Experiments using a case study approach might be conducted to determine why certain students reacted favourably in terms of achievement and attitude, to the program described or a similar one whereas others did not.

4. Experiments might be carried out to determine the effectiveness of the Weschler Intelligence Scale for Children in measuring the intelligence of students with non-English backgrounds who have been in Canada for different periods of time.



5. Experiments might be conducted to determine if factors other than those measured on the Weschler Intelligence Scale for Children result in average school progress for certain students rated below average.

6. Experiments might be conducted to determine whether segregation of slow learners in special classrooms for extended periods of time have detrimental effects on the personality development of these students.



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## APPENDIX A





# OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

By ARTHUR S. OTIS, PH.D.

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## INTERMEDIATE EXAMINATION: FORM A

For Grades 4-9

20

Score.....

*Read this page. Do what it tells you to do.*

*Do not open this paper, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, birthday, etc. Write plainly.*

Name.....Age last birthday.....years  
First name, initial, and last name

Birthday.....Teacher.....Date.....19....  
Month Day

Grade.....School.....City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

*Sample:* Which one of the five words below tells what an apple is?

1 flower, 2 tree, 3 vegetable, 4 fruit, 5 animal..... ( 4 )

The right answer, of course, is "fruit"; so the word "fruit" is underlined. And the word "fruit" is No. 4; so a figure 4 is placed in the parentheses at the end of the dotted line. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put its number in the parentheses:

*Sample:* Which one of the five things below is round?

1 a book, 2 a brick, 3 a ball, 4 a house, 5 a box.....( )

The answer, of course, is "a ball"; so you should have drawn a line under the words "a ball" and put a figure 3 in the parentheses. Try this one:

*Sample:* A foot is to a man and a paw is to a cat the same as a hoof is to a — what?

1 dog, 2 horse, 3 shoe, 4 blacksmith, 5 saddle.....( )

The answer, of course, is "horse"; so you should have drawn a line under the word "horse" and put a figure 2 in the parentheses. Try this one:

*Sample:* At four cents each, how many cents will 6 pencils cost?.....( )

The answer, of course, is 24, and there is nothing to underline; so just put the 24 in the parentheses.

If the answer to any question is a number or a letter, put the number or letter in the parentheses without underlining anything. Make all letters like printed capitals.


The test contains 75 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

*Do not turn this page until you are told to begin.*

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## EXAMINATION BEGINS HERE.

1. Which one of the five things below does not belong with the others? (Do not write on these dotted lines.) ( )  
1 potato, 2 turnip, 3 carrot, 4 stone, 5 onion.....
2. Which one of the five words below tells best what a saw is? ( )  
1 something, 2 tool, 3 furniture, 4 wood, 5 machine.....
3. Which one of the five words below means the opposite of west? ( )  
1 north, 2 south, 3 east, 4 equator, 5 sunset.....
4. A hat is to a head and a glove is to a hand the same as a shoe is to what? ( )  
1 leather, 2 a foot, 3 a shoestring, 4 walk, 5 a toe.....
5. A child who knows he is guilty of doing wrong should feel (?) ( )  
1 bad, 2 sick, 3 better, 4 afraid, 5 ashamed.....
6. Which one of the five things below is the smallest? ( )  
1 twig, 2 limb, 3 bud, 4 tree, 5 branch.....
7. Which one of the five things below is most like these three: cup, plate, saucer? ( )  
1 fork, 2 table, 3 eat, 4 bowl, 5 spoon.....
8. Which of the five words below means the opposite of strong? ( )  
1 man, 2 weak, 3 small, 4 short, 5 thin.....
9. A finger is to a hand the same as a toe is to what? ( )  
1 foot, 2 toenail, 3 heel, 4 shoe, 5 knee.....
10. Which word means the opposite of sorrow? ( )  
1 sickness, 2 health, 3 good, 4 joy, 5 pride.....
11. Which one of the ten numbers below is the smallest? (Tell by letter.) ( )  
A 6084, B 5160, C 4342, D 6521, E 9703, F 4296, G 7475, H 2657, J 8839, K 3918
12. Which word means the opposite of pretty? ( )  
1 good, 2 ugly, 3 bad, 4 crooked, 5 nice.....
13. Do what this mixed-up sentence tells you to do. ( )  
number Write the the in 5 parentheses.....
14. If we believe some one has committed a crime, but we are not sure, we have a (?) ( )  
1 fear, 2 suspicion, 3 wonder, 4 confidence, 5 doubtful.....
15. A book is to an author as a statue is to (?) ( )  
1 sculptor, 2 marble, 3 model, 4 magazine, 5 man.....
16. Which is the most important reason that words in the dictionary are arranged alphabetically? ( )  
1 That is the easiest way to arrange them. 2 It puts the shortest words first. 3 It enables us to find any word quickly. 4 It is merely a custom. 5 It makes the printing easier ..
17. Which one of the five things below is most like these three: plum, apricot, apple? ( )  
1 tree, 2 seed, 3 peach, 4 juice, 5 ripe.....
18. At 4 cents each, how many pencils can be bought for 36 cents? ( )
19. If a person walking in a quiet place suddenly hears a loud sound, he is likely to be (?) ( )  
1 stopped, 2 struck, 3 startled, 4 made deaf, 5 angered.....
20. A boy is to a man as a (?) is to a sheep. ( )  
1 wool, 2 lamb, 3 goat, 4 shepherd, 5 dog.....
21. One number is wrong in the following series. What should that number be? (Just write the correct number in the parentheses.) ( )  
1 6 2 6 3 6 4 6 5 6 7 6.....
22. Which of the five things below is most like these three: horse, pigeon, cricket? ( )  
1 stall, 2 saddle, 3 eat, 4 goat, 5 chirp.....
23. If the words below were rearranged to make a good sentence, with what letter would the last word of the sentence begin? (Make the letter like a printed capital.) ( )  
nuts from squirrels trees the gather.....
24. A man who betrays his country is called a (?) ( )  
1 thief, 2 traitor, 3 enemy, 4 coward, 5 slacker.....
25. Food is to the body as (?) is to an engine. ( )  
1 wheels, 2 fuel, 3 smoke, 4 motion, 5 fire.....
26. Which tells best just what a pitcher is? ( )  
1 a vessel from which to pour liquid, 2 something to hold milk, 3 It has a handle, 4 It goes on the table, 5 It is easily broken.....

*Do not stop. Go on with the next page.*

27. If George is older than Frank, and Frank is older than James, then George is (?) James.  
1 older than, 2 younger than, 3 just as old as, 4 (cannot say which)..... ( )
28. Count each 7 below that has a 5 next after it. Tell how many 7's you count.  
7 5 3 0 9 7 3 7 8 5 7 4 2 1 7 5 7 3 2 4 7 0 9 3 7 5 5 7 2 3 5 7 7 5 4 7..... ( )
29. If the words below were rearranged to make a good sentence, with what letter would the last word of the sentence begin? (Make the letter like a printed capital.)  
leather shoes usually made are of..... ( )
30. An electric light is to a candle as a motorcycle is to (?)  
1 bicycle, 2 automobile, 3 wheels, 4 speed, 5 police..... ( )
31. Which one of the words below would come first in the dictionary?  
1 march, 2 ocean, 3 horse, 4 paint, 5 elbow, 6 night, 7 flown..... ( )
32. The daughter of my mother's brother is my (?)  
1 sister, 2 niece, 3 cousin, 4 aunt, 5 granddaughter..... ( )
33. One number is wrong in the following series. What should that number be?  
3 4 5 4 3 4 5 4 3 5..... ( )
34. Which of the five things below is most like these three: boat, horse, train?  
1 sail, 2 row, 3 motorcycle, 4 move, 5 track..... ( )
35. If Paul is taller than Herbert and Paul is shorter than Robert, then Robert is (?) Herbert.  
1 taller than, 2 shorter than, 3 just as tall as, 4 (cannot say which)..... ( )
36. What is the most important reason that we use clocks?  
1 to wake us up in the morning, 2 to regulate our daily lives, 3 to help us catch trains,  
4 so that children will get to school on time, 5 They are ornamental..... ( )
37. A coin made by an individual and meant to look like one made by the government is called(?)  
1 duplicate, 2 counterfeit, 3 imitation, 4 forgery, 5 libel..... ( )
38. A wire is to electricity as (?) is to gas.  
1 a flame, 2 a spark, 3 hot, 4 a pipe, 5 a stove..... ( )
39. If the following words were arranged in order, with what letter would the middle word begin?  
Yard Inch Mile Foot Rod..... ( )
40. One number is wrong in the following series. What should that number be?  
5 10 15 20 25 29 35 40 45 50..... ( )
41. Which word means the opposite of truth?  
1 cheat, 2 rob, 3 liar, 4 ignorance, 5 falsehood..... ( )
42. Order is to confusion as (?) is to war.  
1 guns, 2 peace, 3 powder, 4 thunder, 5 army..... ( )
43. In a foreign language, good food = Bano Naab  
good water = Heto Naab  
The word that means *good* begins with what letter?..... ( )
44. The feeling of a man for his children is usually (?)  
1 affection, 2 contempt, 3 joy, 4 pity, 5 reverence..... ( )
45. Which of the five things below is most like these three: stocking, flag, sail?  
1 shoe, 2 ship, 3 staff, 4 towel, 5 wash..... ( )
46. A book is to information as (?) is to money.  
1 paper, 2 dollars, 3 bank, 4 work, 5 gold..... ( )
47. If Harry is taller than William, and William is just as tall as Charles, then Charles is (?) Harry.  
1 taller than, 2 shorter than, 3 just as tall as, 4 (cannot say which)..... ( )
48. If the following words were arranged in order, with what letter would the middle word begin?  
Six Ten Two Eight Four..... ( )
49. If the words below were rearranged to make a good sentence, with what letter would the third word of the sentence begin? (Make the letter like a printed capital.)  
men high the a wall built stone..... ( )
50. If the suffering of another makes us suffer also, we feel (?)  
1 worse, 2 harmony, 3 sympathy, 4 love, 5 repelled..... ( )
51. In a foreign language, grass = Moki  
green grass = Moki Laap  
The word that means *green* begins with what letter?..... ( )

*Do not stop. Go on with the next page.*



52. If a man has walked west from his home 9 blocks and then walked east 4 blocks, how many blocks is he from his home?..... ( )
53. A pitcher is to milk as (?) is to flowers.  
1 stem, 2 leaves, 3 water, 4 vase, 5 roots..... ( )
54. Do what this mixed-up sentence tells you to do.  
sum three Write two the four and of..... ( )
55. There is a saying, "Don't count your chickens before they are hatched." This means (?)  
1 Don't hurry. 2 Don't be too sure of the future. 3 Haste makes waste. 4 Don't gamble..... ( )
56. Which statement tells best just what a fork is?  
1 a thing to carry food to the mouth, 2 It goes with a knife, 3 an instrument with prongs at the end, 4 It goes on the table, 5 It is made of silver..... ( )
57. Wood is to a table as (?) is to a knife.  
1 cutting, 2 chair, 3 fork, 4 steel, 5 handle..... ( )
58. Do what this mixed-up sentence tells you to do.  
sentence the letter Write last this in..... ( )
59. Which one of the words below would come last in the dictionary?  
1 alike, 2 admit, 3 amount, 4 across, 5 after, 6 amuse, 7 adult, 8 affect ( )
60. There is a saying, "He that scatters thorns, let him go barefoot." This means (?)  
1 Let him who causes others discomforts bear them himself also. 2 Going barefoot toughens the feet. 3 People should pick up what they scatter. 4 Don't scatter things around..... ( )
61. If the following words were arranged in order, with what letter would the middle word begin?  
Plaster Frame Wallpaper Lath Foundation..... ( )
62. In a foreign language,  
many boys = Boka Hepo  
many girls = Marti Hepo  
many boys and girls = Boka Ello Marti Hepo  
The word that means *and* begins with what letter?..... ( )
63. A statement which expresses just the opposite of that which another statement expresses is said to be a (?)  
1 lie, 2 contradiction, 3 falsehood, 4 correction, 5 explanation..... ( )
64. There is a saying, "Don't look a gift horse in the mouth." This means (?)  
1 It is not safe to look into the mouth of a horse. 2 Although you question the value of a gift, accept it graciously. 3 Don't accept a horse as a gift. 4 You cannot judge the age of a gift horse by his teeth..... ( )
65. Which one of the words below would come last in the dictionary?  
1 hedge, 2 glory, 3 label, 4 green, 5 linen, 6 knife, 7 honor..... ( )
66. Which statement tells best just what a watch is?  
1 It ticks, 2 something to tell time, 3 a small, round object with a chain, 4 a vest-pocket-sized time-keeping instrument, 5 something with a face and hands..... ( )
67. Ice is to water as water is to what?  
1 land, 2 steam, 3 cold, 4 river, 5 thirst..... ( )
68. Which statement tells best just what a window is?  
1 something to see through, 2 a glass door, 3 a frame with a glass in it, 4 a glass opening in the wall of a house, 5 a piece of glass surrounded by wood..... ( )
69. Which of the five words below is most like these three: large, red, good?  
1 heavy, 2 size, 3 color, 4 apple, 5 very..... ( )
70. Write the letter that follows the letter that comes next after M in the alphabet..... ( )
71. One number is wrong in the following series. What should that number be?  
1 2 4 8 16 24 64..... ( )
72. An uncle is to an aunt as a son is to a (?)  
1 brother, 2 daughter, 3 sister, 4 father, 5 girl..... ( )
73. If I have a large box with 3 small boxes in it and 4 very small boxes in each of the small boxes, how many boxes are there in all?..... ( )
74. One number is wrong in the following series. What should that number be?  
1 2 4 5 7 8 10 11 12 14..... ( )
75. There is a saying, "Don't ride a free horse to death." This means (?)  
1 Don't be cruel. 2 Don't abuse a privilege. 3 Don't accept gifts. 4 Don't be reckless. ( )

*If you finish before the time is up, go back and make sure that every answer is right.*

# EDMONTON SEPARATE SCHOOLS

## SPELLING TEST FORM I

arks each	We <u>run</u> when we play tag.	run
run	They <u>are</u> not here.	are
are	Mary <u>was</u> not at school today.	was
was	This book is bigger <u>than</u> that one.	than
than	Do you <u>want</u> some cake?	want
want	I like to <u>ride</u> on a train.	ride
ride	Where <u>is</u> the boy?	where
where	His hat was made of <u>black</u> paper.	black
black	It is <u>too</u> heavy.	too
too	Do you <u>know</u> how to spell that word?	know
know	Did you <u>send</u> the letter?	send
send	I have many <u>friends</u> .	friends
friends	You should <u>always</u> do your best writing.	always
always	Have you <u>heard</u> the news?	heard
heard	The picture is <u>beautiful</u> .	beautiful
beautiful	Can you <u>guess</u> what the riddle is?	guess
guess	Use a <u>knife</u> to cut the string.	knife
knife	Please wait <u>while</u> I tie my shoe lace.	while
while	They live in a <u>lonely</u> house in the country.	lonely
lonely	We thought we <u>saw</u> a <u>ghost</u> last night.	ghost
ghost	The glass broke when I <u>dropped</u> it.	dropped
dropped	I don't <u>believe</u> that story.	believe
believe	He <u>knocked</u> loudly on the door.	knocked
knocked	<u>Thursday</u> comes before Friday.	Thursday
Thursday	Her <u>daughter</u> is six years old.	daughter
daughter	We studied about some <u>famous</u> explorers.	famous
famous	Can you <u>account</u> for your actions?	account
account	<u>Neither</u> of the boys knew the answer.	neither
neither	Our <u>community</u> built a skating rink.	community
community	She received a very pretty <u>bracelet</u> .	bracelet
bracelet	Gasoline is produced from <u>petroleum</u>	petroleum
petroleum	Do you know <u>whether</u> you can go?	whether
whether	The <u>crocodile</u> swims in the river.	crocodile
crocodile	<u>Alfalfa</u> is good feed for cattle.	alfalfa
alfalfa	He repaired the radio <u>aerial</u> .	aerial
aerial	We worked <u>quietly</u> at our table.	quietly
quietly	Some countries are <u>densely</u> populated.	densely
densely	Mother made a dental <u>appointment</u> .	appointment
appointment	The school <u>chorus</u> sang beautifully.	chorus
chorus	Warm clothing is <u>necessary</u> in winter.	necessary
necessary	We ate all of the <u>sandwiches</u> .	sandwiches
sandwiches	I forgot to do my <u>homework assignments</u> .	assignments
assignments	My brother's <u>height</u> is five feet.	height
height	The <u>guide</u> took us through the desert.	guide
guide	The bear <u>disappeared</u> into the woods.	disappeared
disappeared	We live in the northern <u>hemisphere</u> .	hemisphere
hemisphere	The children <u>knelt</u> in silent prayer.	knelt
knelt	The runners were almost <u>exhausted</u> .	exhausted
exhausted	The flowers are dressed in <u>gorgeous</u> colors.	gorgeous
gorgeous	<u>Ottawa</u> is Canada's capital.	Ottawa
Ottawa		





EDMONTON SEPARATE SCHOOLS

Arithmetic Test Form II  
Part I Reasoning

UPIL'S NAME \_\_\_\_\_

SCORE \_\_\_\_\_

\*\*\*\*\*

marks each ( 1 for work showing correct reasoning - 1 for correct answer.  
o not penalize if answer is not transferred correctly.)

EACHER - Please read instruction with class.

will explain the problem to you. You will work the other problems by yourself.  
o questions may be asked after you begin your test. You are not expected to do all of  
he problems but do as many as you can. You must show how you got your answer in the  
ork space.

<p>SAMPLE: John has 4 red marbles and 3 blue marbles. How many marbles has John?</p> <p>Answer <u>7</u> marbles</p>	<p>Work</p> $\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$
<p>1. Mary saw 11 red birds. She saw 6 blue birds. How many more red birds did she see than blue birds?</p> <p>Answer _____ more</p>	<p>Work</p>
<p>2. In three turns at darts, Joe made 9 points, 7 points and 6 points. In all how many points did he make in these three turns?</p> <p>Answer _____ points</p>	<p>Work</p>
<p>3. John spent \$2.25 for a toy airplane. Mary spent \$1.25 for a doll. How much more money did John spend than Mary?</p> <p>Answer _____ more</p>	<p>Work</p>
<p>4. One week Art counted 84 flocks of ducks flying south and Earl counted 105 flocks. How many fewer flocks did Art count than Earl?</p> <p>Answer _____ fewer</p>	<p>Work</p>

<p>5. There are 16 boys and 24 girls in Miss Allen's class. All the boys and <math>\frac{1}{2}</math> of the girls took part in a school program. How many children from Miss Allen's class took part?</p> <p>Answer _____ children</p>	<p>Work</p>
<p>6. The swimming pool at Park School is 60 feet long and 30 feet wide. Jim swims all the way around it once each day. How far does he swim in going around the pool?</p> <p>Answer _____ feet</p>	<p>Work</p>
<p>7. Mrs. Nester bought some nuts for Jane's birthday party. She bought <math>1\frac{1}{4}</math> lb. of peanuts, 1 lb. of walnuts and <math>\frac{5}{8}</math> lb. of pecans. Ella used <math>1\frac{3}{4}</math> lb. of the nuts to fill nut cups. How many pounds of nuts were left?</p> <p>Answer _____ lb. were left.</p>	<p>Work</p>
<p>8. Mr. Brown figures that he burns an average of <math>1\frac{3}{10}</math> tons of coal a week, during the very cold weather. How much coal should he order for 20 weeks of cold weather?</p> <p>Answer _____ tons</p>	<p>Work</p>
<p>9. A flock of sheep has 15 black sheep. If there is one black sheep in each 100 sheep, how many sheep are there in the flock?</p> <p>Answer _____ sheep</p>	<p>Work</p>
<p>10. There are 36 pupils in the grade six class. On Monday 25% of the class was absent due to flu. How many pupils were present?</p> <p>Answer _____ pupils</p>	<p>Work</p>

EDMONTON SEPARATE SCHOOLS

Arithmetic Test Form II  
Part II Problems

PUPIL'S NAME \_\_\_\_\_ SCORE \_\_\_\_\_  
\*\*\*\*\*

Problems to be answered in short form - 1 mark each

Mother made 3 big cakes and 2 little cakes. How many cakes did Mother make? \_\_\_\_\_ cakes

Tom has 7 books. Mary has 3 books. How many more books has Tom than Mary? \_\_\_\_\_ books

Six girls were skating. Three more girls came and began to skate. How many girls were skating then? \_\_\_\_\_ girls

Father drives 9 miles each day. How many miles will he drive in 2 days? \_\_\_\_\_ miles

Mark is 14 years old and Sam is 8 years old. What is the difference in their ages? \_\_\_\_\_ years

Tom made 8 points and 9 points in a bean-bag game. What was his score? \_\_\_\_\_ points

Joe has 15 cents and I have 10 cents. How many cents less than Joe do I have? \_\_\_\_\_ cents

Tom promised to give Jane \$1.25 each month for a year if she would save at least  $\frac{1}{5}$  of it. How much would she have to save each month? \$ \_\_\_\_\_

Tom missed the target with the first three arrows. Then he hit 1, 3, 3, 5, 3, and 3. What was Tom's average score? \_\_\_\_\_

Mary has read 105 pages in a story book. This is 55 fewer pages than John has read. How many pages has John read? \_\_\_\_\_ pages

Tom put up 425 pounds of clover seed in 5-pound bags for the Capital Seed store. How many bags of seed did he put up for the store? \_\_\_\_\_ bags

12. Nine boys in a hobby club wanted to buy a fish tank. Each boy saves 3¢ a week for 12 weeks. How much money had they saved at the end of 12 weeks? \_\_\_\_\_
13. In olden days children came to school in the morning at 7 o'clock and stayed for 4 hours. They returned in the afternoon at 1 o'clock and stayed until 4. For how many hours a day were they in school? \_\_\_\_\_ hours
14. Dan made 2 dog collars. He used  $1\frac{1}{2}$  yd. of leather for one of them and  $\frac{3}{8}$  yd. for the other. How much leather did he use for both? \_\_\_\_\_ yds.
15. Jack has 34 marbles. Bill has  $1\frac{1}{4}$  doz. fewer than Jack. How many marbles does Bill have? \_\_\_\_\_ marbl
16. Bill was  $59\frac{1}{4}$ " tall last fall. He has grown  $1\frac{3}{4}$ " since then. Paul was  $60\frac{1}{8}$ " tall last fall. He has grown  $\frac{3}{4}$ " since then. Who is the taller now? How much taller is he? \_\_\_\_\_ by \_\_\_\_\_ inches
17. In the United States, the volume of a gallon of gasoline is 231 cubic inches. In Canada it is 277.42 cu. in. Compare the volume of the United States gallon with that of the Canadian gallon by finding the difference. \_\_\_\_\_ cu.in
18. Mr. Thomas is planning to put a fence around his rectangular pasture which is 1.1 miles long and 0.3 miles wide. He will need 330 posts per mile for the fence. How many posts will he need? \_\_\_\_\_ posts
19. Write the number which is 1 hundredth less than 2.175. \_\_\_\_\_
20. Write the fraction which compares the perimeter with the area of a rectangle 8 in. long and 4 in. wide. \_\_\_\_\_



EDMONTON SEPARATE SCHOOLS

Arithmetic Test Form II  
Part III Measurement and Number Concepts

PIL'S NAME \_\_\_\_\_ SCORE \_\_\_\_\_  
\*\*\*\*\*

1 in the blanks. 1 mark each

What time does each clock say?



\_\_\_\_\_

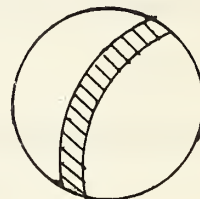
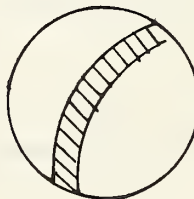
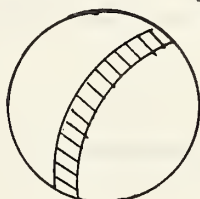
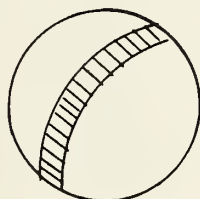


\_\_\_\_\_



\_\_\_\_\_

Draw a ring around the first ball.



If a pie is cut into thirds how many pieces will there be? \_\_\_\_\_

There are \_\_\_\_\_ quarters in one-half dollar.

9 yards = \_\_\_\_\_ feet.

2½ dozen eggs is the same as \_\_\_\_\_ eggs.

1½ pounds equal \_\_\_\_\_ ounces.

36 ft. = \_\_\_\_\_ yd.

9. 9 ft. 8 in. = \_\_\_\_\_ in.

10. Write the Roman numeral XIV in figures. \_\_\_\_\_

11. In the years 1959 and 1960 there were \_\_\_\_\_ days.

12.  $9\frac{1}{2}$  T. = \_\_\_\_\_ lb.

13. 4 mi. = \_\_\_\_\_ ft.

14. 30 gallons = \_\_\_\_\_ pints.

15. One-half section of land contains \_\_\_\_\_ acres.

16. Write in Roman numerals 1959 \_\_\_\_\_.

17. Write three thousandths using decimals. \_\_\_\_\_

18. Write in figures fifteen billion, thirty-three million, four thousand, sixty-six.  
\_\_\_\_\_

19. 5 square feet = \_\_\_\_\_ sq. in.

20. John got 94% on a spelling test of 50 words. He had \_\_\_\_\_ errors.



EDMONTON SEPARATE SCHOOLS  
Arithmetic Test Form II  
Part IV Computation

PUPIL'S NAME \_\_\_\_\_

SCORE \_\_\_\_\_

1 mark each    Copy answers in column at right.

		Sample A 3 <u>+2</u>	Sample B 7 <u>-4</u>	Answer A _____ B _____
1. $\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	2. $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	3. $\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	4. $\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	1. _____ 2. _____ 3. _____ 4. _____
5. $\begin{array}{r} \text{add} \\ 14 \\ 32 \\ \hline \end{array}$	6. $\begin{array}{r} 43 \\ + 76 \\ \hline \end{array}$	7. $\begin{array}{r} \text{subtract} \\ 93 \\ 21 \\ \hline \end{array}$	8. $\begin{array}{r} 68 \\ - 19 \\ \hline \end{array}$	5. _____ 6. _____ 7. _____ 8. _____
9. $\begin{array}{r} 8 \\ 6 \\ 2 \\ 3 \\ \hline \end{array}$	10. $\begin{array}{r} 538 \\ - 217 \\ \hline \end{array}$	11. $\begin{array}{r} \text{add} \\ 36 \\ 27 \\ 82 \\ \hline \end{array}$	12. $\begin{array}{r} \text{subtract} \\ 493 \\ 25 \\ \hline \end{array}$	9. _____ 10. _____ 11. _____ 12. _____
13. $\begin{array}{r} 902 \\ - 284 \\ \hline \end{array}$	14. $\begin{array}{r} \$19.31 \\ + 38.34 \\ \hline \end{array}$	15. $\begin{array}{r} 52 \\ \times 4 \\ \hline \end{array}$	16. $3 \overline{) 63}$	13. _____ 14. _____ 15. _____ 16. _____
17. $\begin{array}{r} 19 \\ \times 6 \\ \hline \end{array}$	18. $5 \overline{) 305}$	19. $\begin{array}{r} \text{add} \\ \$53.71 \\ 14.36 \\ 26.35 \\ \hline \end{array}$	20. $\begin{array}{r} \$87.93 \\ - 38.57 \\ \hline \end{array}$	17. _____ 18. _____ 19. _____ 20. _____

21.	22.	23.	24.	21.
$\begin{array}{r} 27 \\ 364 \\ 4761 \\ \underline{96} \end{array}$	$\begin{array}{r} 8300 \\ - 798 \\ \hline \end{array}$	$9 \overline{) 54189}$	$\begin{array}{r} \$1.24 \\ \times 37 \\ \hline \end{array}$	22.
				23.
				24.
25. multiply	26.	27.	28.	25.
$\begin{array}{r} 207 \\ \underline{83} \end{array}$	$27 \overline{) 2345}$	$\begin{array}{r} 36 \frac{1}{4} \\ + 32 \frac{1}{8} \\ \hline \end{array}$	$45 \overline{) 2970}$	26.
				27.
				28.
29. subtract	30. add	31.	32.	29.
$\begin{array}{r} 9 \frac{3}{10} \\ - 2 \frac{1}{5} \\ \hline \end{array}$	$\begin{array}{r} 9 \frac{1}{3} \\ 3 \frac{2}{9} \\ \underline{2 \frac{2}{3}} \end{array}$	$\begin{array}{r} 865 \frac{1}{7} \\ - 29 \frac{1}{3} \\ \hline \end{array}$	$\frac{3}{8} \times \frac{4}{9}$	30.
				31.
				32.
33.	34.	35.	36.	33.
$\begin{array}{r} 2 \frac{3}{8} \\ 5 \frac{1}{4} \\ \underline{9 \frac{1}{6}} \end{array}$	$27 \div 1 \frac{4}{5}$	$.97 \times 24.8$	$1 \frac{5}{9} \div \frac{7}{8}$	34.
				35.
				36.
37. add	38.	39.	40.	37.
$\begin{array}{r} 3 \text{ ft. } 5 \text{ in.} \\ 4 \text{ ft. } 9 \text{ in.} \\ \underline{9 \text{ ft. } 7 \text{ in.}} \end{array}$	$\frac{5}{9} \text{ of } 27$	$.28 \overline{) 92.4}$	$8 \div .02$	38.
				39.
				40.

Have you reduced all fractions to lowest term?  
Carefully recheck all your work.

TOTAL

EDMONTON SEPARATE SCHOOLS

NAME \_\_\_\_\_

ELEMENTARY LANGUAGE TEST FORM I

SCORE \_\_\_\_\_

Value 100 marks

(15) I. Put the correct punctuation ( $\frac{1}{2}$  mark each.).

EXAMPLE: The fair will begin on July 21 1961

The fair will begin on July 21, 1961.

- |                                  |   |
|----------------------------------|---|
| a. Where did he go               | h. Our car is blue white and black        |
| b. He lives in Edmonton Alberta  | i. Jane said Oh, my hat                   |
| c. Run John run                  | j. Have you read the book called          |
| d. That is Johns dog.            | <u>Toms Race for Life</u>                 |
| e. No I cannot go.               | k. The airplane arrived at 505 AM.        |
| f. Mary will you call Jack?      | l. The story on page ninety six is called |
| g. She said, "I did not see her. | <u>The Hunt.</u>                          |
|                                  | m. That is my sisters brother in law.     |
|                                  | n. No Margaret answered, it isn't.        |

(10) II. In the following sentences draw rings around the letters that should be capitals. ( $\frac{1}{2}$  mark each)

EXAMPLE: today is monday.

- the whites are travelling in the rocky mountains.
- I have a little shadow that goes in and out with me.but what can be the use of him is more than i can see.
- During july mrs. Jones visited us.
- On Friday Mr. j. Peters of the canadian pacific airlines spoke to the class.
- After being cured by jesus, only one of the lepers returned to thank him.
- Jack replied, "this book is written in french."
- We presented a play called lands far and near.
- From here you must travel southeast to get to the southwest.

(15) III. In each sentence underline the incorrect word and in the space provided write the word that will make it correct. (1 mark each)

EXAMPLE: I likes apples

like

- a. John has went to the show
- b. Mother, he ain't playing this time.
- c. My hat blew of and fell into the mud.
- d. It was to cold and rainy to go outdoors.
- e. The robins were bathing theirself in a puddle.
- f. Reading interesting books in your leisure time will help you to read good.
- g. They couldn't tell Sandy and I anything.
- h. The exercise was done perfect.
- i. I saw the man which was hurt.
- j. This is my book. Where is your's?
- k. "Why don't you lay down, Mother?"
- l. The marbles were divided between the four boys.
- m. He has lain the book on the table.
- n. Every member of the Lady's Club enjoyed the speech.
- o. I stepped on one of the dog's tails.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_
- k. \_\_\_\_\_
- l. \_\_\_\_\_
- m. \_\_\_\_\_
- n. \_\_\_\_\_
- o. \_\_\_\_\_

(8) IV. Underline the misspelled word and in the space provided write it correctly.

EXAMPLE: say saw siad sit

said

- a. they're there's thier there
- b. daisies pennys donkeys files
- c. halfs matches boys branches
- d. deer sheep oxes fish
- e. potatoes echoes patios radioes
- f. babies lady's babys' ladies
- g. apostrofe comma period question
- h. children's scissors roofs mens'

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

V. The Friendly Letter

- 5) a. Supply missing punctuation marks and circle letters that should have capitals in the heading, greeting, closing and signature.
- 5) b. In the body draw bars to separate the sentences. In the spaces to the right copy only the first word of every sentence.

EXAMPLE: That's my hat / it's too big for you.

It's

10 spruce ave ,  
Vancouver B.C ,  
June 10 1961.

Dear aunt Jane

Have you ever crossed the desert I hope we 1. \_\_\_\_\_  
never have to do so again our worst trouble started when 2. \_\_\_\_\_  
we lost our dog Patsy while the car was being filled 3. \_\_\_\_\_  
with gas, we let Patsy off her leash to get some exercise 4. \_\_\_\_\_  
we ought to have known better Patsy must have had a fit 5. \_\_\_\_\_  
because she ran as fast as she could into the sagebrush 6. \_\_\_\_\_  
for two hours Dad searched through the sagebrush near 7. \_\_\_\_\_  
the filling station but couldn't find her finally we 8. \_\_\_\_\_  
put a notice about her in the post office at the next 9. \_\_\_\_\_  
village in a week's time Patsy arrived in a crate by 10. \_\_\_\_\_  
express a letter from Mr. Johnston explained that the  
dog had wandered to his ranch.

your niece

Joanne Beck



(10) VI. In the space provided tell what part of speech the underlined word is

EXAMPLE: I drink milk.

verb

a. What change can you get for a dollar?

a. \_\_\_\_\_

b. When I was nine, I was given my first bicycle.

b. \_\_\_\_\_

c. Sally ran through the park to the grocery store.

c. \_\_\_\_\_

d. Which is right?

d. \_\_\_\_\_

e. The old gun was very rusty.

e. \_\_\_\_\_

f. Gradually, the train came to a stop.

f. \_\_\_\_\_

g. This is my change purse.

g. \_\_\_\_\_

h. Alas, all was ruined!

h. \_\_\_\_\_

i. Father told them to be back by five.

i. \_\_\_\_\_

j. Change places quickly.

j. \_\_\_\_\_

(6) VII. a. Underline the complete subject and in the space provided write the simple subject

EXAMPLE: The leaves are green in summer.

leaves

The flames of the forest fire could be seen for miles.

b. Underline the complete predicate and in the space provided write the simple predicate.

It was lying on the sidewalk.

c. Underline the complete object and in the space provided write the simple object.

I heard the whistle of the train.



5) VIII. In the space in front of each sentence place the letter that will name the tense of each verb in the sentence.

EXAMPLE:   b   I saw a bear.

1. We've chosen all our players. a. present
2. The class began its program at two o'clock. b. past
3. We dine daily at six o'clock. c. future
4. At what time shall we expect you? d. present  
participle
5. Mary is writing her letter now. e. past  
participle

6) IX. Underline the correct ending and place the letter of that ending in the space provided

EXAMPLE:   c   A word that takes the place of a noun is called  
(a) a verb (b) an adjective (c) a pronoun

1. In the sentence "Jane ripped her dress" the word "dress" is  
(a) a pronoun (b) a noun (c) an adjective
2. If we wished to show that some balls belonged to several girls  
what form would be used in the sentence?  
(a) the girls balls (b) the girl's balls (c) the girls' balls
3. In the sentence "John ran to the store" the noun store is  
(a) common (b) proper (c) collective
4. Which of the following words form its plural by adding "es" to  
the singular? (a) cameo (b) hero (c) radio
5. In the sentence "John hit the ball" the ball is  
(a) subject (b) predicate (c) object
6. In the sentence "Our house has many rooms" the adjective "our"  
is (a) limiting (b) descriptive (c) proper

- (15) X. Underline the correct ending and place the letter of that ending in the space provided.

EXAMPLE:   a   A group of words expressing a complete thought is called a  
(a) sentence (b) book (c) paragraph

1. A sentence that states a fact is called a  
(a) demanding sentence (b) telling sentence (c) asking sentence
2. A group of words "Jack came home"  
(a) is a sentence (b) is not a sentence (c) is a phrase
3. The sentence "Jack, how are you?" is  
(a) declarative (b) interrogative (c) imperative
4. In the sentence "Dogs often bark" the predicate is the word  
(a) bark (b) often (c) dogs
5. A sentence that contains two or more independent clauses is called  
(a) compound sentence (b) complex sentence (c) simple sentence
6. The message of a friendly letter is called  
(a) the body (b) the title (c) the heading
7. A short form of a word is called  
(a) short cut (b) an abbreviation (c) synonym
8. Word pictures written in verse are called  
(a) paragraphs (b) stories (c) poems
9. A number of sentences about one topic is called  
(a) an outline (b) a paragraph (c) a letter
10. Words placed at the top of a dictionary page to help us find a  
word quickly are called  
(a) synonyms (b) guide words (c) key words
11. A plan to help us give a talk is called  
(a) selecting a subject (b) a word list (c) an outline
12. Marks that help us pronounce words are called  
(a) helpers (b) diacritical marks (c) question marks
13. A business letter has one part which a social letter does not have.  
It is (a) inside address (b) complimentary close (c) heading
14. The section of a newspaper in which we try to make others feel  
as we do about certain subjects is called the  
(a) comic section (b) news section (c) editorial section
15. Expression of thought and feeling through the body without using  
the voice is called  
(a) laryngitis (b) pantomime (c) cinerama

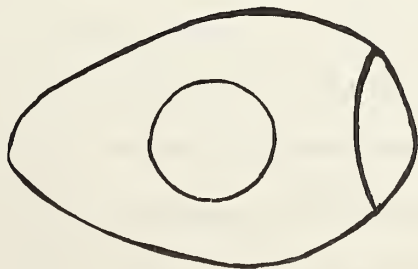
ELEMENTARY SCIENCE TEST FORM I

Score \_\_\_\_\_

ch the following - In front of each sentence write the number of the correct word listed at the right, which will complete the sentence. The first one is done for you.

- |          |   |                |
|----------|---|----------------|
| <u>4</u> | a. Most of the birds make ____  | 1. sun         |
| _____    | b. The ____ gives us light and heat.                                      | 2. fog         |
| _____    | c. A ____ is an insect.   | 3. joints      |
| _____    | d. ____ are large bodies of water.  | 4. nests       |
| _____    | e. We have ____ when clouds are near the ground.                          | 5. weather     |
| _____    | f. Broken or crumbling ____ form soil.                                    | 6. buds        |
| _____    | g. Fish breathe by means of ____.   | 7. float       |
| _____    | h. Objects which weigh less than the water which they displace will ____. | 8. rust        |
| _____    | i. Animals that feed their young on milk are called ____.                 | 9. grasshopper |
| _____    | j. Objects made of iron often ____.                                       | 10. oceans     |
| _____    | k. The ____ on the trees open when spring comes.                          | 11. machines   |
|          |   | 12. home       |
|          |   | 13. rocks      |
|          |   | 14. mammals    |
|          |   | 15. gills      |
|          |   | 16. hatch      |
|          |   | 17. cocoons    |

On the diagram of the egg below, place an X on the air space.



III. Draw a line under the best answer and place the number of that answer in the space provided.

- 10
- \_\_\_\_\_ a. Grasshoppers lay their eggs 1. on plants 2. in the ground 3. in nests
- \_\_\_\_\_ b. Rain clouds are 1. low and dark 2. light and fluffy 3. very high
- \_\_\_\_\_ c. When windmills are used to pump water energy comes from 1. electricity  
2. animals 3. wind 4. light
- \_\_\_\_\_ d. Work is done when things 1. rest 2. move 3. rust
- \_\_\_\_\_ e. We see long shadows 1. early in the morning 2. at noon 3. all the day
- \_\_\_\_\_ f. The wild rabbit turns white for the winter season 1. to protect itself  
2. to be warmer 3. to look bigger.
- \_\_\_\_\_ g. Plants take in sunshine through their 1. leaves 2. flowers 3. roots
- \_\_\_\_\_ h. A seesaw is really a 1. wedge 2. lever 3. pulley 4. inclined plane.
- \_\_\_\_\_ i. Air gets into plants through 1. the roots 2. the leaves 3. the stem.
- \_\_\_\_\_ j. Animals use \_\_\_\_\_ from the air when they breathe 1. carbon dioxide 2. oxy  
3. water.

IV. Match the following - In front of each sentence write in the number of the correct listed at the right, which will complete the sentence.

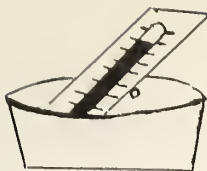
- 6
- \_\_\_\_\_ a. A dry cell produces \_\_\_\_\_. 1. planet
- \_\_\_\_\_ b. We use a \_\_\_\_\_ to help us pry a large stone from the ground. 2. meteor
- \_\_\_\_\_ c. A \_\_\_\_\_ is a body that moves around the sun in its orbit. 3. aphids
- \_\_\_\_\_ d. A small piece of rock-like material that moves around in the solar system is called a \_\_\_\_\_. 4. lever
- \_\_\_\_\_ e. A \_\_\_\_\_ is a machine for producing electricity. 5. germs
- \_\_\_\_\_ f. \_\_\_\_\_ are green insects that are sometimes called plant lice. 6. pulley
7. electric
8. generator

V. The jar is placed over the lighted candle.

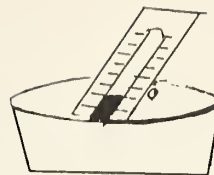
- 2
- a. What happens? \_\_\_\_\_
- \_\_\_\_\_
- b. Why? \_\_\_\_\_
- \_\_\_\_\_







A

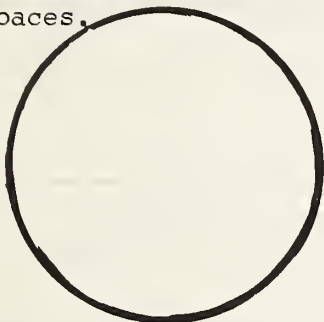


B

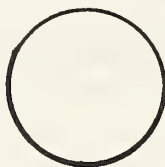
a. Which bowl contains warm water? \_\_\_\_\_

b. How do you know? \_\_\_\_\_

I. Here are pictures of the sun, the moon, and the earth. Put the correct names in the spaces.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

II. Fill in the blanks. Use the words listed at the right.

a. \_\_\_\_\_ is always all around us.

1. moon

b. \_\_\_\_\_ help move things around.

2. gases

c. \_\_\_\_\_ is a metal.

3. south

d. Winter is one of the four \_\_\_\_\_.

4. electrical

e. When we drive a car energy comes from \_\_\_\_\_.

5. stars

f. The earth and \_\_\_\_\_ get their heat and light from the sun.

6. rubber

g. A compass needle is a magnet and one of its ends points to the \_\_\_\_\_ magnetic pole.

7. grasshoppers

8. water

h. We can get \_\_\_\_\_ energy from a dry cell.

9. air

i. The sun is a mass of burning \_\_\_\_\_.

10. gasoline

j. Some \_\_\_\_\_ are bigger than the sun.

11. seasons

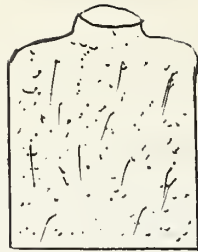
12. months

13. rollers

14. nickel

15. west

IX.



- 1 The two jars above were filled with wet sand. Nails, paper clips and other things made of iron were placed in one jar. Nails, paper clips and other things made of iron were well oiled and placed in the other jar. The oiled things did not rust, the others did rust.

Complete the following sentence.

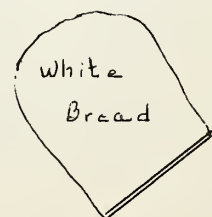
The oiled things did not rust because \_\_\_\_\_

X. Draw a line under the best answer.

- a. When your clothes catch on fire, you should (run for help, roll on the ground, wait for the fireman.)
- b. Air at the North Pole is (heavier, lighter, thinner) than air at the Equator.
- c. Each planet in the solar system travels in a fixed path called an (axis, eclipse, orbit.)
- 10 d. A good conductor of electricity is (copper, plastic, wood).
- e. Small animals that get their food from larger animals are the (aphids, parasites, bees).
- f. We protect our homes from being damaged by electrical short circuits by using (meters, fuses, wires).
- g. Bees help plants by carrying (nectar, royal jelly, pollen) from one plant to another.
- h. The dinosaur is an example of an (a) (mammal, reptile, amphibian).
- i. A device used to measure wind speed is the (anemometer, barometer, wind vane).
- j. The plant's food is manufactured in the (stem, root, leaf, flower).

XI. The pupils put a few drops of iodine on some white bread that had been soaked with v

- 2 a. What color did the bread become? \_\_\_\_\_
- b. This is a test for \_\_\_\_\_



iodine



I. Indicate by arrows the flow of air through the pipes.

a.



Using the above diagram fill in the blanks.

b. What step in an experiment does the following statement suit best?

\_\_\_\_\_ What happens to air when it is heated?

c. Conclusion \_\_\_\_\_

II. Fill in the blanks. Use the words listed at the right.

a. Two north poles \_\_\_\_\_ each other.

1. meteor

b. \_\_\_\_\_ are covered with scales, or shells made from scales.

2. reptiles

c. \_\_\_\_\_ is a kind of soil.

3. germs

d. Cats, dogs and elephants are \_\_\_\_\_.

4. push

e. When the earth is directly between the moon and the sun, there is an eclipse of the \_\_\_\_\_.

5. pull

f. A \_\_\_\_\_ is sometimes called a shooting star.

6. moon

g. \_\_\_\_\_ is a poor conductor.

7. humus

h. An electrical current will not flow in a (an) \_\_\_\_\_

8. sun

\_\_\_\_\_ circuit.

9. rabbits

i. The arm is an example of a (an) \_\_\_\_\_

10. moles

j. Many objects can be given \_\_\_\_\_ charges by rubbing them.

11. mammals

12. copper

13. rubber

14. water

15. lever

16. closed

17. electrical

18. open

XIV. a. Circle the north star.

b. Are these stars in this position in winter or in summer? \_\_\_\_\_

3 c. What is the lower constellation called? \_\_\_\_\_

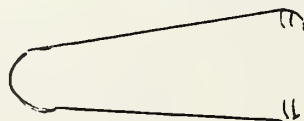


XV. Match the following - In front of each sentence write in the number of the word listed at the right, which will complete the sentence.

- \_\_\_\_\_ a. If we can see through an object as through glass we say the object is \_\_\_\_.
- \_\_\_\_\_ b. A \_\_\_\_ is a machine for lifting and moving heavy objects.
- \_\_\_\_\_ c. To tell the total \_\_\_\_ for the year we must consider rain, snow, hail and sleet.
- 8 \_\_\_\_\_ d. \_\_\_\_ is the speed at which the wind blows.
- \_\_\_\_\_ e. From the study of \_\_\_\_ scientists can determine the changes which have taken place in the earth's surface.
- \_\_\_\_\_ f. The hardening to rock of plants and animals is called \_\_.
- \_\_\_\_\_ g. An instrument used to view distant objects is a \_\_\_\_.
- \_\_\_\_\_ h. When water is taken into the air we call this \_\_\_\_.
1. velocity  
2. microscope  
3. transparent  
4. telescope  
5. condensation  
6. fossils  
7. precipitation  
8. evaporation  
9. petrification  
10. block and tackle  
11. spectrometer  
12. biology

XVI. On the sugar tongs below place an X on the fulcrum.

1



XVII. Match the Scientific Principles with the Related Ideas by placing the letter of the principle in the space in front of the related idea.

LISTS OF SCIENTIFIC PRINCIPLES

- A. Space is vast
- B. Every living thing is dependent in many ways upon other living things.
- C. Friction produces heat.
- D. All living things are able to respond to stimuli in the environment.
- E. Stars seem to move because of the rotation of the earth.
- F. An inclined plane is a sloping surface up which objects are moved.

6

LIST OF RELATED IDEAS

- \_\_\_\_\_ 1. The sun rises in the east and sets in the west.
- \_\_\_\_\_ 2. A nail becomes hot when driven through a board.
- \_\_\_\_\_ 3. Animals give off carbon dioxide which is used by plants.
- \_\_\_\_\_ 4. It is easier to climb a stair than a ladder.
- \_\_\_\_\_ 5. Leaves of plants often turn to follow the sun.
- \_\_\_\_\_ 6. Stars look small because they are so far away.

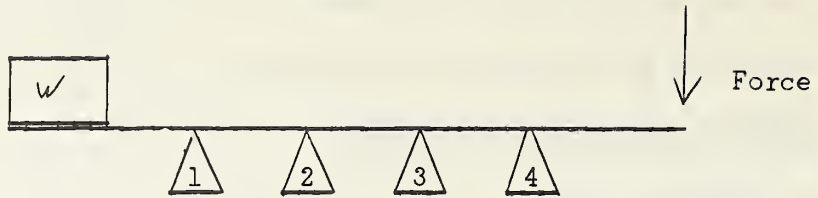
XVIII.

- 2 a. Complete the diagram of the electromagnet.
- b. Place a + sign above the positive post on the battery.



XIX. Circle the fulcrum so the force required is the least.

1



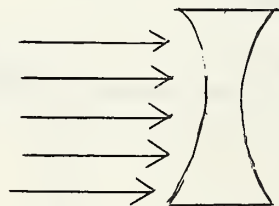
XX. Fill in the blanks with a word or words to complete the sentence.

- a. A black object absorbs light and heat while a white object \_\_\_\_\_
- b. Objects thrown a short distance into the air will be pulled back to the earth by the force of \_\_\_\_\_.
- c. The sun is the centre of our \_\_\_\_\_ system.
- d. Sound waves travel \_\_\_\_\_ in solids than in air.
- e. If you \_\_\_\_\_ the thickness of a violin string, the pitch will become lower.
- f. A material through which light cannot travel is said to be \_\_\_\_\_
- g. Air pressure \_\_\_\_\_ with altitude.
- h. The huge \_\_\_\_\_ that covered much of North America dug out the Great Lakes.
- i. The process by which water and minerals pass through a porous root membrane is called \_\_\_\_\_.

9

XXI. Complete the drawing of the lens below showing how the light is bent by passing through it.

2



- b. In the space provided give the name of the lens. \_\_\_\_\_

EDMONTON SEPARATE SCHOOLS

Reading Test Form II

Name of Pupil \_\_\_\_\_

Score \_\_\_\_\_

PART A

I. Sentence Meaning—Each sentence tells about one of the words listed to the right. Pick out the correct word and place the number of that word on the line in front of the sentence.

EXAMPLE-- 10 It falls from the sky in summer.

\_\_\_\_\_ a. We say this when we go away.

\_\_\_\_\_ b. It is a bird's home.

\_\_\_\_\_ c. It is something to ride in.

\_\_\_\_\_ d. It is a day of the week.

\_\_\_\_\_ e. We speak loudly.

\_\_\_\_\_ f. We do this when we see something funny.

\_\_\_\_\_ g. We put it up to keep off the rain.

\_\_\_\_\_ h. It comes when night is over.

\_\_\_\_\_ i. It is a very big animal.

\_\_\_\_\_ j. It is what we see with.

1. laugh
2. train
3. morning
4. shout
5. eyes
6. Saturday
7. mouse
8. good-bye
9. umbrella
10. rain
11. nest
12. wind
13. elephant

II. Vocabulary in Isolation—Each phrase is the meaning of one of the words listed to the right. Pick out the correct word and place the number of that word on the line in front of the phrase.

Section I

EXAMPLE-- 6 to be happy

\_\_\_\_\_ a. to be naughty

\_\_\_\_\_ b. to be very good

\_\_\_\_\_ c. the home of a king

\_\_\_\_\_ d. to be afraid

\_\_\_\_\_ e. not able to remember

\_\_\_\_\_ f. a reason for something

\_\_\_\_\_ g. taking up much space

1. forget
2. palace
3. fence
4. bad
5. scared
6. glad
7. bulky
8. excellent
9. excuse





## Section II

- |   |                 |
|---|-----------------|
| _____ a. two or three things to show what others are like |                 |
| _____ b. wanting in color                                 | 1. timid        |
| _____ c. to give out to many persons                      | 2. samples      |
| _____ d. arranged in order                                | 3. organized    |
| _____ e. having a fighting attitude                       | 4. pale         |
| _____ f. very shy and easily frightened                   | 5. distribute   |
| _____ g. to disguise or give a false appearance to        | 6. dangerous    |
| _____ h. not able to be reached easily                    | 7. inaccessible |
|   | 8. belligerent  |
|   | 9. camouflage   |
|   | 10. visualized  |

III. Vocabulary in Context—Select a word at the right that means the same as the underlined words in the sentence. Place the number of that word on the line in front of the sentence.

EXAMPLE— 3    In a short time mother came home.

## Section I

- |  |               |
|--|---------------|
| _____ a. She looked <u>all over</u> for her hat.                               |               |
| _____ b. He put his <u>coat and hat</u> on the chair.                          | 1. deep       |
| _____ c. At what time will Jane <u>come back</u> ?                             | 2. seeking    |
| _____ d. The <u>small baby</u> could sit up and laugh.                         | 3. soon       |
| _____ e. Father pushed the stick <u>far down</u> into the ground.              | 4. corral     |
| _____ f. The cowboys drove the stock into <u>a pen for horses and cattle</u> . | 5. everywhere |
| _____ g. For many years he had been <u>trying to find</u> his lost boy.        | 6. return     |
|  | 7. devour     |
|  | 8. clothes    |
|  | 9. infant     |

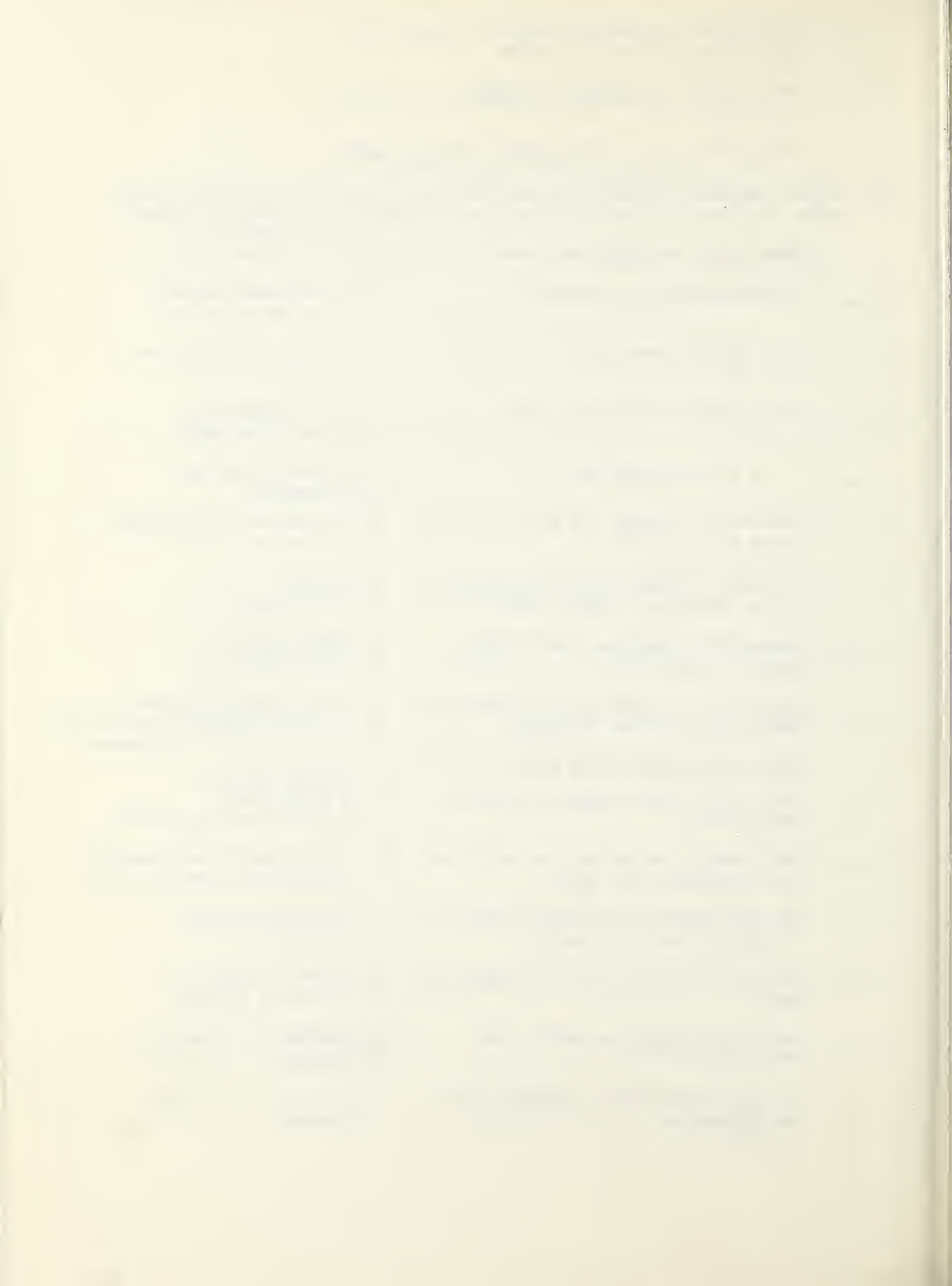
## Section II

- |  |               |
|--|---------------|
| _____ a. While running Jim <u>grabbed hold of</u> the money in his pocket.               |               |
| _____ b. See if Jack will help you since he is <u>not doing anything at the moment</u> . | 1. devour     |
| _____ c. Hungry animals <u>gobble down</u> their food quickly.                           | 2. plaintive  |
| _____ d. It was such a <u>cold and cheerless</u> day that we postponed our hike.         | 3. idle       |
| _____ e. The little bird chirped a few <u>mournful and sad</u> notes and flew away.      | 4. skimmed    |
|  | 5. scrutinize |
|  | 6. exemplary  |
|  | 7. clutched   |
|  | 8. accede     |
|  | 9. bleak      |



EXAMPLE-- 1 We water the flower.

- |  |  |
|--|--|
| _____ a. The plane can <u>fly</u> very high.   | 1. a very small animal<br>2. to go up in the air                           |
| _____ b. Spot <u>can</u> run very fast.  | 1. a tin for holding food<br>2. is able to                                 |
| _____ c. She <u>saw</u> the fish in the water  | 1. to see something<br>2. to cut into parts                                |
| _____ d. It is a nice <u>spring</u> day.   | 1. a time of the year<br>2. to jump up                                     |
| _____ e. Jan wanted to <u>watch</u> the deer and their fawns at the pool.              | 1. a thing for telling time<br>2. to look at                               |
| _____ f. We could see them from the <u>point</u> where we had spread our picnic lunch. | 1. a place<br>2. a sharp end   |
| _____ g. Mother will teach you how to <u>serve</u> people at the table.                | 1. bring food to<br>2. to work for   |
| _____ h. Mother had to <u>steal</u> softly through the room where baby was sleeping.   | 1. move slowly and quietly<br>2. to take something that belongs to another |
| _____ i. Warm rains <u>suit</u> growing wheat.   | 1. agrees with<br>2. clothes to wear                                       |
| _____ j. The soldiers made a <u>plot</u> to take the enemy alive.                      | 1. a secret plan<br>2. a little piece of ground                            |
| _____ k. Baby tried to write but she could only make <u>strokes</u> on the paper.      | 1. to pat gently and steadily<br>2. a mark with a pen or pencil            |
| _____ l. On the market you will find samples of the <u>produce</u> of this district.   | 1. garden vegetables<br>2. to yield  |
| _____ m. Little John found it hard to <u>mount</u> his pony.                           | 1. paste or attach<br>2. to get on or upon                                 |
| _____ n. Jerry <u>volunteered</u> to perform the experiment.                           | 1. decided            2. offered<br>3. prepared                            |
| _____ o. The man showed great <u>indignation</u> over the injustice.                   | 1. concern            2. anger<br>3. remorse                               |



EDMONTON SEPARATE SCHOOLS

Reading Test Form II

Name of Pupil \_\_\_\_\_

Score \_\_\_\_\_

PART B

V. Homonyms---These are words which sound the same but have different meanings. Underline the word that should go in the blank. Then place the number of that word on the line in front of each sentence.

- EXAMPLE-- 1 Do you go \_\_\_\_\_ that school? 1. by 2. buy
- \_\_\_\_\_ a. Do you \_\_\_\_\_ his mother well? 1. no 2. know
- \_\_\_\_\_ b. A \_\_\_\_\_ is a yellow coloured fruit. 1. pear 2. pare
- \_\_\_\_\_ c. Some of the potatoes \_\_\_\_\_ too much. 1. way 2. weigh
- \_\_\_\_\_ d. Did the farmer \_\_\_\_\_ his wheat to town? 1. hall 2. haul
- \_\_\_\_\_ e. When his skate struck a \_\_\_\_\_ he fell. 1. root 2. route
- \_\_\_\_\_ f. The following morning John complained of a \_\_\_\_\_ throat. 1. soar 2. sore
- \_\_\_\_\_ g. It seems as if \_\_\_\_\_ strangers here. 1. they're 2. their
- \_\_\_\_\_ h. When they arose early in the morning \_\_\_\_\_ was on the grass. 1. dew 2. due
- \_\_\_\_\_ i. The miser wishes to \_\_\_\_\_ his money. 1. hoard 2. horde
- \_\_\_\_\_ j. The \_\_\_\_\_ was decorated with beautiful carnations. 1. alter 2. altar
- \_\_\_\_\_ k. The \_\_\_\_\_ on the gun was broken. 1. site 2. sight
- \_\_\_\_\_ l. John held the wood firmly with the \_\_\_\_\_. 1. vice 2. vise
- \_\_\_\_\_ m. He insisted on following the outdated \_\_\_\_\_. 1. principle 2. principal
- \_\_\_\_\_ n. The \_\_\_\_\_ for the defense has his argument well organized. 1. counsel 2. council
- \_\_\_\_\_ o. A \_\_\_\_\_ is a tricky, dishonest person. 1. knave 2. nave

VI Synonyms---Underline the word which means the same or almost the same as the first word. Then place the number of that word in the space provided.

- EXAMPLE-- 2 fast 1. slow 2. quick 3. quiet
- \_\_\_\_\_ a. large 1. bad 2. big 3. bare
- \_\_\_\_\_ b. wonderful 1. fare 2. fall 3. fine
- \_\_\_\_\_ c. foolish 1. scary 2. silly 3. sorry





_____ d. awful	1. terrible	2. travel	3. truth
_____ e. bound	1. tied	2. tried	3. tired
_____ f. ending	1. crossing	2. clothing	3. closing
_____ g. ailment	1. payment	2. illness	3. alimony
_____ h. authentic	1. reliable	2. author	3. answer
_____ i. success	1. weakness	2. honour	3. outcome
_____ j. desperately	1. slowly	2. frantically	3. successfully
_____ k. demonstrate	1. figure	2. practice	3. show
_____ l. destroy	1. establish	2. demolish	3. deliberate
_____ m. rural	1. urban	2. country	3. village
_____ n. scrutinize	1. disregard	2. estimate	3. examine
_____ o. miniature	1. timorous	2. tiny	3. enormous

VII Antonyms---Underline a word which means the opposite or almost the opposite of the first word. Then write the number of that word in the space provided.

EXAMPLE-- 3 in 1. at 2. it 3. out

_____ a. cry	1. sad	2. laugh	3. late
_____ b. dry	1. moist	2. sear	3. flat
_____ c. cold	1. smooth	2. warm	3. rough
_____ d. pleasant	1. horrible	2. queer	3. anxious
_____ e. success	1. victory	2. failure	3. victim
_____ f. present	1. arrival	2. object	3. absent
_____ g. honour	1. assist	2. success	3. disgrace
_____ h. tense	1. relaxed	2. received	3. anxious
_____ i. include	1. invite	2. omit	3. detain
_____ j. solo	1. discord	2. chorus	3. rhythm
_____ k. trusting	1. suspicious	2. agreeable	3. confident
_____ l. wicked	1. tranquil	2. righteous	3. uncouth
_____ m. honest	1. integrity	2. thorough	3. corrupt
_____ n. certain	1. turbulent	2. dubious	3. tranquil
_____ o. reprimand	1. ridicule	2. comment	3. commend



# GATES READING SURVEY—FORM 1

For Grade 3 (Second Half) Through Grade 10

## Speed and Accuracy, Reading Vocabulary, Level of Comprehension



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Write your name here.....

How old are you?.....When is your birthday?.....

School.....Grade.....Date.....

In this booklet you will find several tests of reading. They will show how fast you read, how well you understand what you read, and how many words you

know. Don't waste any time, and don't look at anyone's paper. Follow your teacher's directions. The directions for the first test are given below.

### SPEED AND ACCURACY TEST

Directions: Read these paragraphs. Draw a line under the word which best answers the question or completes

the sentence. Draw a line under **one** word only. Do the exercises as rapidly as you can without making errors.

Sample: All night long the truck driver sat at the wheel of the huge trailer truck. He drove along the twisting highways until dawn. How did he feel then?

rested

amused

tired

fresh

In the next two pages are more paragraphs similar to this sample. When your teacher tells you to turn the page, read the paragraphs and draw a line

under the word which best answers the question or completes the sentence. Be sure to do the paragraphs in order 1, 2, 3, etc., in which they are numbered.

**Do not turn the page until you are told to begin.**

the teacher: Show the children the sample exercise above. Read the directions with the pupils and make sure that they know what to do. Follow this same procedure when you come to the sample exercises on pages 4 and 6.

**IMPORTANT:** Be sure to signal **STOP** at the end of the stipulated time for the Speed and Accuracy Test (6 minutes for grades 3, 4, and 5; 4 minutes for grades 6 and up). No exact time allowances are set for the other two tests. Keep your pupils working vigorously, but give them as much time as you think they need. Twenty minutes, or a little more, is usually sufficient for each test. Detailed instructions for administering and scoring the entire test are given in the Manual (included in each test package).

Speed:	Raw score.....	Grade score.....	Age score.....	Reading accuracy:
Vocabulary:	Raw score.....	Grade score.....	Age score.....	Per cent correct.....
Comprehension:	Raw score.....	Grade score.....	Age score.....	Accuracy rating.....
Averages: Grade score..... Age score.....				Printed in U.S.A.



# SPEED AND ACCURACY TEST

(Time allowance: 6 minutes for grades 3, 4, 5; 4 minutes for grade 6 and above.)

1. Coal usually comes from mines deep in the ground. Men go underground to dig it out. Then it is brought up to the surface. Coal is found in the

trees                  sky                  ground                  water

2. The huge animals walked slowly, swinging their trunks from side to side. They had big floppy ears and long white tusks. These animals were

tigers                  deer                  lions                  elephants

3. Although the Plains Indians were the first to wear the war bonnet, many other Indians later wore it, too. What Indians first wore the war bonnet?

Plains                  Woodlands                  Swamp                  East

4. Henry tipped his head far back to look at the tops of the buildings. They seemed to reach up almost to the sky. The buildings must have been

short                  blue                  tall                  wide

5. She lapped up the milk in the saucer. Then she curled up on a bed, purred for a while, and went to sleep. What one of the following animals was this?

dog                  mouse                  pig                  cat

6. Man could travel in the air before he had airplanes. He used a balloon to float high above the earth. Balloons were used before

carriages                  airplanes                  bicycles                  feet

7. Alabama has a moist, warm climate. It is a good place for growing cotton and corn. If you were in Alabama in summer, you would expect to feel

dry                  cold                  freezing                  warm

8. Jack wanted to wash his face. First he ran hot water into the basin. Then he turned on the cold water. This made the hot water in the basin

warmer                  cooler                  disappear                  boil

9. Many people visit the Grand Canyon every year. They stand on its edge and look at the bottom of the canyon far below. The Grand Canyon is

deep                  small                  shallow                  dull

10. Waterfalls are used to make electricity. Niagara Falls is one of the largest waterfalls in the world. It is used to make a lot of

water                  pools                  electricity                  noise

11. Furniture and floors are made of hard wood. Paper is often made from wood which is too soft for furniture or floors. From what kind of wood is paper made?

dark                  hard                  strong                  soft

12. Pure, clean air has no taste nor odor. It cannot be seen, either. If you looked at a clear glass bottle which contained only pure air, it would seem to be

empty                  colored                  wet                  dirty

13. Hippopotamus means "river horse." Hippos are good swimmers and can stay under water a long time. You would expect to find them near

deserts                  farms                  rivers                  cities

14. Floods can cause a lot of damage. Sometimes large dams are built to keep water from flooding. Large dams help cut down the damage caused by

dams                  water                  fish                  fire

15. Jane picked up the receiver. She called a number. After a moment, a voice at the other end of the wire said, "Hello." What was Jane using?

telephone                  television                  radio                  iron

16. When the English first came to this country, the Indians taught them how to hunt, fish, and grow crops. How did the Indians act toward the English at first?

unfriendly                  helpful                  angry                  threatening

17. In the early days of America, each town had a market day. People drove into town to buy things and to enjoy visiting with their friends. Market days were

dull                  sad                  rainy                  fun

18. It is hard to see through a heavy fog. Boats move slowly through the water, and cars drive slowly on the roads. Boats blow their foghorns to warn of

cars                  roads                  boats                  foghorns

GO RIGHT ON TO NEXT PAGE

# SPEED AND ACCURACY TEST Continued

Huck Finn and Tom Sawyer were often together. They fished. They explored an old cave. They made a trip and took a trip. Huck and Tom were

friends sisters enemies thieves

The boat pushed through the icy water of the lake. The land was covered with ice and snow as far as the eye could see. How did the air feel?

soft warm cold comfortable

This fruit grows on a tree. At first it is small and green, and then, as it grows, it becomes red and ripe. What fruit is this?

banana lemon cabbage apple

Columbus called the natives of the Americas "Indians" because he thought he had reached the East Indies. Who named the American Indians?

Indians natives Columbus East Indians

After his name people write "M.D." He carries a black bag and takes care of people who are sick. He helps them to get well. What is he?

lawyer doctor carpenter baker

More than eighteen hundred years ago, the Romans built a wall in England. Some of it is still standing. This wall must have been

strong paper weak thin

It is easy to drive across some deserts because the sand is firm and dry and smooth. In the desert, it is not always necessary to build expensive

houses chairs tables roads

Long ago, the Great Plains Indians believed that thunder was made by a great bird flapping its wings. What did the Indians believe made thunder?

clouds rain lightning bird

The frogs croaked all night. At dawn, the birds began to sing. Cocks crowed and dogs barked at each other. The city boy wished the country were not so

quiet sunny noisy green

28. Some trees are called "evergreens" because their leaves do not fall or change color when cold weather comes. When are these trees green?

always never rarely sometimes

29. The tiny song sparrow flew up close to the big gray catbird. The catbird hurriedly flew away from the crusts of bread. The song sparrow must be a good

layer swimmer singer fighter

30. "Aqueduct" comes from two Latin words: "aqua," which means "water," and "ducere," which means "to lead." What do aqueducts carry?

water Latin sugar lead

31. Mary went to the store to buy ice cream. The man asked her if she wanted vanilla, chocolate, or strawberry. How many flavors of ice cream did he have?

two three one four

32. Aluminum has great strength and little weight. It is often used to make airplanes. It is a very useful metal because it is strong and

heavy light brittle fast

33. When the canals of Holland freeze, the women enjoy skating to market. Children enjoy gliding to school on the ice. What do the Dutch like to do?

ski write skate shop

34. Pear trees are particular. They will not bear fruit where it is too cold. Their fruit will not ripen where it is too hot. The climate they need is

hot moderate cold extreme

35. To us, a plant's flowers are important because they are beautiful. To the plant, they are important as part of seed-making. Plants make flowers for

seeds warmth beauty noise

36. The firefly is called a "lightning bug" because it gives off flashes of light. Unlike most lights, this kind gives off little or no heat. Firefly light is

hot pink cool neon

STOP HERE

Raw score (number correct)..... Accuracy: Record number attempted....., then consult Manual to find accuracy score



# READING VOCABULARY TEST

**Directions:** Look at the first word in each line. Then find another word in the same line that means the same or nearly the same as the first word. Note the number of

this word and write its number in the blank space at right. Read line A, then line B, then line C below to the way to do it.

<b>A. dog</b>	1 cloud	2 bird	3 animal	4 dress	5 fish	.....	<b>A. _____</b>
<b>B. red</b>	1 man	2 song	3 tree	4 sit	5 color	.....	<b>B. _____</b>
<b>C. little</b>	1 big	2 small	3 pet	4 book	5 cold	.....	<b>C. _____</b>

Now read each line on this and the next page and find the word that means the same or nearly the same as the

first word in each line. Write its number in the blank space. Do as many lines as you can.

1. baby	1 color	2 book	3 child	4 hat	5 song	.....	1. _____
2. rain	1 wood	2 water	3 color	4 bird	5 food	.....	2. _____
3. play	1 seat	2 angry	3 game	4 food	5 farm	.....	3. _____
4. wood	1 water	2 tree	3 color	4 food	5 bird	.....	4. _____
5. ten	1 number	2 end	3 men	4 top	5 this	.....	5. _____
6. sing	1 son	2 long	3 music	4 fruit	5 drink	.....	6. _____
7. penny	1 heavy	2 fence	3 shell	4 coin	5 soft	.....	7. _____
8. step	1 talk	2 farm	3 girl	4 strike	5 walk	.....	8. _____
9. roof	1 water	2 cover	3 bottom	4 shout	5 cloud	.....	9. _____
10. above	1 over	2 under	3 table	4 inside	5 after	.....	10. _____
11. ill	1 strong	2 cold	3 bitter	4 well	5 sick	.....	11. _____
12. nickel	1 metal	2 injury	3 plant	4 bird	5 break	.....	12. _____
13. ninety	1 building	2 money	3 large	4 number	5 unsteady	.....	13. _____
14. curtain	1 number	2 song	3 food	4 bird	5 cloth	.....	14. _____
15. rise	1 before	2 catch up	3 fall under	4 get up	5 anger	.....	15. _____
16. mischief	1 trouble	2 mistake	3 master	4 clothing	5 confusion	.....	16. _____
17. reply	1 swim	2 lift	3 speak	4 food	5 house	.....	17. _____
18. onion	1 stream	2 bird	3 metal	4 plain	5 vegetable	.....	18. _____
19. injury	1 question	2 building	3 interest	4 hurt	5 mark	.....	19. _____
20. scamper	1 fill up	2 sweep	3 run	4 scrub	5 stumble	.....	20. _____
21. quarrel	1 fight	2 pail	3 question	4 bottle	5 shape	.....	21. _____
22. flattery	1 light	2 bird	3 dress	4 attack	5 praise	.....	22. _____
23. reliable	1 helpless	2 dependable	3 dishonest	4 stormy	5 stern	.....	23. _____
24. gallant	1 swift	2 brave	3 ugly	4 hard	5 watery	.....	24. _____
25. suitable	1 garment	2 cottage	3 cheap	4 proper	5 durable	.....	25. _____
26. overlook	1 cheapen	2 miss	3 deceive	4 scorn	5 leap	.....	26. _____
27. execute	1 kill	2 excuse	3 examine	4 preserve	5 shout	.....	27. _____
28. linger	1 hurry up	2 plant	3 trade	4 broaden	5 stay on	.....	28. _____
29. slacken	1 wash	2 whip	3 cool off	4 slow up	5 accuse	.....	29. _____
30. plough	1 bread	2 bird	3 implement	4 illness	5 book	.....	30. _____



**READING VOCABULARY TEST Continued**

31. regulate	1 decide	2 count	3 control	4 assemble	5 divide	31. _____
32. minuet	1 comb	2 clock	3 weapon	4 boat	5 dance	32. _____
33. extinguish	1 enter	2 contest	3 divide	4 put out	5 leave	33. _____
34. recollect	1 numbers	2 remember	3 add up	4 demand	5 steal	34. _____
35. obvious	1 cloudy	2 secret	3 tasty	4 selfish	5 apparent	35. _____
36. scurvy	1 seaweed	2 overcoat	3 hurrying	4 disease	5 food	36. _____
37. charitable	1 stingy	2 boisterous	3 constructive	4 vicious	5 generous	37. _____
38. accurate	1 correct	2 polite	3 clean	4 machine	5 measure	38. _____
39. gondola	1 pole	2 animal	3 boat	4 engine	5 gardener	39. _____
40. hideous	1 noisy	2 stormy	3 selfish	4 ugly	5 shiny	40. _____
41. flank	1 company	2 fence	3 fresh	4 side	5 honest	41. _____
42. passionate	1 feel strongly	2 full	3 confused	4 stick to	5 dirty	42. _____
43. meditate	1 color	2 model	3 argue	4 deceive	5 think	43. _____
44. jeopardy	1 freedom	2 flower	3 danger	4 wonder	5 debt	44. _____
45. righteous	1 homely	2 just	3 smart	4 sunny	5 old	45. _____
46. potent	1 powerful	2 showy	3 thug	4 humble	5 sad	46. _____
47. tantalize	1 dance	2 confine	3 oppress	4 tease	5 transform	47. _____
48. luminous	1 foolish	2 delicate	3 shining	4 round	5 dangerous	48. _____
49. inanimate	1 lifeless	2 idiot	3 unearned	4 impolite	5 insecure	49. _____
50. remorse	1 recover	2 regret	3 redesign	4 move	5 defy	50. _____
51. savory	1 pleasing	2 savage	3 stingy	4 unclean	5 shining	51. _____
52. rapture	1 injury	2 noise	3 joy	4 break	5 shame	52. _____
53. indignant	1 correct	2 angry	3 childish	4 colored	5 unknown	53. _____
54. hallucination	1 anteroom	2 federation	3 trap	4 delusion	5 weapon	54. _____
55. transcend	1 excel	2 sail	3 twist	4 slide	5 falsify	55. _____
56. modulation	1 engraving	2 modification	3 modernize	4 moulding	5 repair	56. _____
57. malicious	1 sweet	2 spicy	3 funny	4 courageous	5 spiteful	57. _____
58. pertinacious	1 smooth	2 complicated	3 precious	4 tenacious	5 gracious	58. _____
59. compulsory	1 ordinary	2 required	3 costly	4 voluntary	5 uncertainty	59. _____
60. perceptible	1 tricky	2 expensive	3 visible	4 wasteful	5 modest	60. _____
61. tribulation	1 trouble	2 stream	3 tribal	4 taxes	5 celebration	61. _____
62. bequeath	1 flowers	2 curse	3 give	4 decorate	5 bless	62. _____
63. precocious	1 expensive	2 prepared	3 unwise	4 excellent	5 advanced	63. _____
64. irresolute	1 irony	2 sloppy	3 cowardly	4 hesitating	5 unclean	64. _____
65. confiscate	1 construct	2 confide	3 flatter	4 imprison	5 seize	65. _____

**STOP HERE**

Number correct (possible 65)..... Number wrong..... Raw score (number correct minus ¼ number wrong).....

# LEVEL OF COMPREHENSION TEST

**Directions:** Read each paragraph. Note the space marked A. Note the line of words marked A. Find the word in line A that makes the best sense in space A and draw a line under it. Do the same for the

space marked B, and for C when there is a C. The sample is marked correctly. If you cannot do one of the paragraphs, do not spend too much time on it. Go on to the next item.

Sample: My cat is now very old. After it has had dinner it likes to find a soft, warm A and go to B.

A. glass	cold	<u>bed</u>	lake	pig
B. town	<u>sleep</u>	five	swim	pieces

1. A new family has just come to live next door. Do they have any children? Here come a boy and girl who are just the right A to play with us. It will be fun to play with B.

A. write	fight	live	play	age
B. family	him	her	door	them

4. Grandmother rocked the little cradle and sang a quiet song. Back and forth, back and forth, went the cradle. Up and down, up and down, went the tune of the song. Soon the A was B.

A. lamb	blanket	grandmother	baby	neighbor
B. asleep	old	awake	crying	angry

2. All day long, the birds flew from tree to tree and sang their songs. They hopped around on the ground, too, and looked for A. All night they sat in the trees and B.

A. books	dogs	food	stars	stories
B. read	flew	cooked	slept	danced

5. Tim saw a clown with a painted face at the circus. The clown's cheeks were white and his nose was bright red. After that, Tim often put A on his B and played at being a clown.

A. mud	circus	paint	jam	clown
B. shoes	face	shirt	tent	clown

3. The honeybee flew through the air. Elaine was afraid it would sting her. It passed by and went to a flower. Bees collect pollen from A when they gather B.

A. stores	flowers	policemen	steeple	clocks
B. houses	birds	trouble	honey	hay

6. American deer are graceful, fragile creatures. Except for the few that hunters shoot and eat, they are not useful animals. The reindeer of the northern regions, however, are strong. They can draw loaded sleds across the A for hours without B.

A. beaches	ice cream	hunters	snow	forest
B. tiring	shooting	company	smiling	speaking

GO RIGHT ON TO NEXT PAGE

Almost all animals find it easier to walk on four legs, although some can be taught to walk on two. A man prefers to do his walking and standing on two legs. A \_\_\_\_\_, using his \_\_\_\_\_ B \_\_\_\_\_ for holding things.

hands arms chairs stilts feet  
toes teeth hands ears eyes

When threatened, the squid will shoot forth a dark, inky cloud of dark ink, which serves as a smoke screen. Another trick of his is to change color quickly and frequently. These two methods are employed whenever he wishes to \_\_\_\_\_ A \_\_\_\_\_ from \_\_\_\_\_ B \_\_\_\_\_.

become win borrow eat escape  
sight danger smoke plates passengers

The silence of the moon will not be shattered when space travelers arrive there from Earth. Without air, sound cannot be carried, and so the almost airless moon \_\_\_\_\_ A \_\_\_\_\_ will remain a \_\_\_\_\_ B \_\_\_\_\_ place.

balloon sun sky Earth moon  
quiet noisy moist friendly jolly

The only diamond field in the United States was discovered in 1907 by a farmer living on the land. It is located in southwest Arkansas. Since diamonds are \_\_\_\_\_ A \_\_\_\_\_, this discovery was \_\_\_\_\_ B \_\_\_\_\_.

plentiful small scarce easy hard  
valueless valuable lost simple discarded

11. The normal temperature of the human body is 98.6° Fahrenheit. Dogs and cats have a temperature of about 101.5°. This is approximately \_\_\_\_\_ A \_\_\_\_\_ degrees higher than the \_\_\_\_\_ B \_\_\_\_\_ of humans.

A. two three four five six  
B. temperature intensity height density weight

12. With the discovery of penicillin and sulfanilamide, man gained powerful allies in his fight against infectious \_\_\_\_\_ A \_\_\_\_\_. He now had the forces which could win some of the major battles against \_\_\_\_\_ B \_\_\_\_\_ microorganisms.

A. laughter drugs nature disease humor  
B. friendly helpful enemy tinted desirable

13. Oxygen is spring's alarm clock that wakes the sleeping creatures at the bottom of ponds. They exhaust the \_\_\_\_\_ A \_\_\_\_\_ of oxygen in the water during the \_\_\_\_\_ B \_\_\_\_\_ and need a fresh supply to stir them up.

A. degree demand supply extent temperature  
B. fall winter summer spring day

14. Words sometimes have their roots in an old tale. "Serendipity" is such a word. It was coined from the story about the three Princes of Serendip, who were always stumbling across good things which they were not seeking. Serendipity means the \_\_\_\_\_ A \_\_\_\_\_ discovery of something \_\_\_\_\_ B \_\_\_\_\_.

A. accidental deliberate infelicitous careful minimum  
B. cupidity vexed abominable mature valuable

TURN THE PAGE AND GO RIGHT ON



15. Sago is a food obtained from the trunk of a certain variety of the palm tree. The finest sago comes from large \_\_\_\_\_A\_\_\_\_\_ that grow in Borneo and Sumatra. Each tree \_\_\_\_\_B\_\_\_\_\_ yields from one to eight hundred pounds of sago.

- A. forests vines fruits fires animals  
B. branch top root leaf trunk

16. The amount of work electricity can do depends on how many electrons are moving and how much force is pushing them. The quantity of electrons is the current, and it is measured in units called amperes. Volts are the measure of the force. Electric meters measure both amperes and \_\_\_\_\_A\_\_\_\_\_ in \_\_\_\_\_B\_\_\_\_\_ called kilowatts.

- A. electrons force volts quantity electricity  
B. packages units currents scales weights

17. A family in the United States today usually consists of a mother, father, and children. In other parts of the world, larger numbers of people related by blood or by \_\_\_\_\_A\_\_\_\_\_ often \_\_\_\_\_B\_\_\_\_\_ the family unit.

- A. marriage relatives hatred ideals revenge  
B. decompose count invent comprise destroy

18. What is the difference in a film between a fade-out and a dissolve? In the fade-out, the screen becomes dark. In the dissolve, the new image appears, as it were, behind the other and grows strong as the old image weakens, until the new image \_\_\_\_\_A\_\_\_\_\_ the \_\_\_\_\_B\_\_\_\_\_ entirely.

- A. disappears stirs employs dominates impresses  
B. camera lens screen actor projector

19. If you examine a newspaper or magazine photograph under a magnifying glass, you will discover it is made up of a multitude of tiny dots. \_\_\_\_\_A\_\_\_\_\_ of the picture increases as the number of dots per square inch \_\_\_\_\_B\_\_\_\_\_.

- A. copies amount subject photographer clarity  
B. varies increases stabilizes decreases evaporates

20. The two forms of knowledge, aesthetic intellectual or conceptual, are indeed diverse, but they do not amount altogether to \_\_\_\_\_A\_\_\_\_\_ and junction, as we find with two \_\_\_\_\_B\_\_\_\_\_ going on in its own way.

- A. identity contiguity resemblance separation similarity  
B. rods spasms forces targets vegetation

21. The possibility that a population bred for excellence might lose its fertility deserves \_\_\_\_\_A\_\_\_\_\_. It is remote, but it should be guarded against associating \_\_\_\_\_B\_\_\_\_\_ with excellence as one feature of the composite which guides the \_\_\_\_\_C\_\_\_\_\_.

- A. reward chagrin punishment nothing attention  
B. fertility people wealth injury honor  
C. stars feeding conversation breeding stream

STOP

Number correct (possible 43)..... Number wrong..... Raw score (number correct minus ¼ number wrong).....

# STANFORD ACHIEVEMENT TEST

TRUMAN L. KELLEY • RICHARD MADDEN • ERIC F. GARDNER • LEWIS M. TERMAN • GILES M. RUCH

## Intermediate Arithmetic Test

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Boy or girl \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date of birth \_\_\_\_\_  
Year Month Day

City or Town \_\_\_\_\_ State \_\_\_\_\_ Date \_\_\_\_\_

	1 ARITH. REAS.	2 ARITH. COMP.	AVER. ARITH.
Grade Equiv.			
Age Equiv.			
%-ile Rank			

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TEST 1 *Arithmetic Reasoning* PART I

←2

**DIRECTIONS:** Work an example, and then compare your answer with the answers which follow it. If your answer is one of those given, mark the answer space that has the same letter as your answer. Sometimes the correct answer is not given. If you do not find the correct answer, mark the space under the letter for not given.

**SAMPLES:** <sup>51</sup> How many balls are 3 balls and 4 balls?

a 3    b 4    c 7    d 12    e not given.....<sup>51</sup> a b c d e

<sup>52</sup> How many books are 3 books and 2 books?

f 2    g 3    h 4    i 6    j not given.....<sup>52</sup> f g h i j

- <sup>1</sup> There are 8 apples on the table. If we eat 3 of them, how many will be left?  
a 3    b 5    c 8    d 24    e not given.....<sup>1</sup> a b c d e
- <sup>2</sup> Helen's mother has 28 cookies in the oven. There are 35 more to be baked. How many cookies will there be all together?  
f 7    g 35    h 63    i 100    j not given.....<sup>2</sup> f g h i j
- <sup>3</sup> Jane has 13 coloring pencils and Dot has 5. If Sue buys a box of 12 pencils, how many pencils will all three girls have? a 6    b 20    c 25    d 28    e not given.....<sup>3</sup> a b c d e
- <sup>4</sup> Judy has 16 jacks and Hazel has 9. How many more jacks has Judy than Hazel?  
f 7    g 9    h 16    i 25    j not given.....<sup>4</sup> f g h i j
- <sup>5</sup> Mother bakes 24 rolls at a time. How many pans will she need if she bakes 6 in a pan?  
a 4    b 18    c 24    d 30    e not given.....<sup>5</sup> a b c d e
- <sup>6</sup> Father drives 18 miles each day. How many miles will he travel in 5 days?  
f 5    g 18    h 80    i 180    j not given.....<sup>6</sup> f g h i j
- <sup>7</sup> Dick bought some fruit for his sister. How much did he pay for all of it if the oranges cost 37¢, the apples 28¢, and the grapes 25¢?  
a 80¢    b 88¢    c 90¢    d \$1.00    e not given.....<sup>7</sup> a b c d e
- <sup>8</sup> Jean saw 4 butterflies and 7 bees yesterday. Today she saw 9 butterflies and 8 bees. How many butterflies did she see in both days?  
f 13    g 15    h 17    i 28    j not given.....<sup>8</sup> f g h i j
- <sup>9</sup> In order to raise money for a church picnic, 6 girls agreed to sell 144 boxes of candy. How many boxes must each girl sell if each one sells the same number?  
a 6    b 24    c 144    d 864    e not given.....<sup>9</sup> a b c d e
- <sup>10</sup> A rancher wants to divide his herd of 184 cows into two equal groups. How many cows will he put in each group?  
f 82    g 92    h 184    i 368    j not given.....<sup>10</sup> f g h i j
- <sup>11</sup> The temperature was 62° at noon and dropped to 28° by 6 o'clock. How many degrees did it fall in that time?  
a 28    b 32    c 34    d 62    e not given.....<sup>11</sup> a b c d e
- <sup>12</sup> Ruth weighs 78 pounds, Helen weighs 54, and Ann weighs 67. How many pounds will Ann have to gain to weigh as much as Ruth does now?  
f 11    g 13    h 24    i 78    j not given.....<sup>12</sup> f g h i j
- <sup>13</sup> The 6 members of a stamp club have 432 stamps in all. What is the average number of stamps each member has?  
a 6    b 70    c 72    d 432    e not given.....<sup>13</sup> a b c d e
- <sup>14</sup> A strip of paper 19 inches long is to be cut so that one piece will be a foot long. How long will the other piece be?  
f 5 in.    g 12 in.    h 19 in.    i 31 in.    j not given.....<sup>14</sup> f g h i j



TEST 1 *Arithmetic Reasoning* (Continued)

3

- 15 Bob's coin book holds 48 coins on each page. How many coins will it hold on all 24 pages? *a* 2 *b* 24 *c* 48 *d* 1152 *e* not given .....15

RADIO PROGRAMS		
Time	KVVV	KZZZ
5:00	Music	Circus
5:15	Mystery	Sports
5:30	Jones	Band
5:45	News	Play

- 16 Here is part of the radio program that appears in the paper. At what time might one hear the latest baseball scores on KZZZ?  
*f* 5:00 *g* 5:15 *h* 5:30 *i* 5:45 *j* not given .....16
- 17 Ben can buy a new bicycle for \$49.50 and a second-hand one for \$22.95. How much less does the second-hand one cost?  
*a* \$22.95 *b* \$26.55 *c* \$49.50 *d* \$72.45 *e* not given .....17
- 18 A cake costs 73 cents. How much change will Mother get back if she gives the baker two half dollars?  
*f* 23¢ *g* 27¢ *h* 37¢ *i* \$1.00 *j* not given .....18
- 19 A lock for the clubhouse will cost \$1.35. What will be each boy's share if 9 boys share equally?  
*a* 9¢ *b* 14¢ *c* 15¢ *d* \$12.15 *e* not given .....19
- 20 You know how much a man is paid per hour. You know how many hours he worked in a week. To find his earnings for the week, what would you do?  
*f* add *g* subtract *h* multiply *i* divide *j* not given .....20
- 21 Jim bought 6 yards of ribbon to tie two packages. For one package he used 3 yards and 2 feet. How much ribbon was left for the other package?  
*a* 3 yd. *b* 3 yd. 1 ft. *c* 3 yd. 2 ft. *d* 9 yd. 2 ft. *e* not given .....21
- 22 How much would Steve get in all for selling 11 papers at 7¢ each and 3 magazines at 20¢ each?  
*f* 27¢ *g* 77¢ *h* \$1.27 *i* \$1.37 *j* not given .....22
- 23 Candy eggs are 2 for 5¢. How many can be bought for 50¢?  
*a* 10 *b* 20 *c* 25 *d* 30 *e* not given .....23
- 24 Each class in a school agreed to collect  $\frac{1}{6}$  of 300 cans of food for Thanksgiving baskets. How many cans would that be for each class to collect?  
*f* 50 *g* 60 *h* 180 *i* 240 *j* not given .....24
- 25 For a picnic, a club bought 4 dozen buns at 22¢ a dozen and 3 packages of marshmallows at 32¢ a package. How much did the buns and marshmallows cost all together?  
*a* 88¢ *b* 96¢ *c* \$1.74 *d* \$1.84 *e* not given .....25
- 26 Tom runs errands for 15¢ each. If he averages 15 errands a month, what is his monthly income?  
*f* 15¢ *g* 30¢ *h* \$1.50 *i* \$2.25 *j* not given .....26
- 27 A sidewalk is to be made in two parts. One part is to be 4 feet wide and 50 feet long. The other part is to be 2 feet by 12 feet. How many square feet will there be in all of the sidewalk?  
*a* 24 *b* 68 *c* 200 *d* 214 *e* not given .....27
- 28 Pine City is 120 miles from Milton. To go from Pine City to Milton by bus takes 4 hours and by train only  $2\frac{3}{4}$  hours. How many hours less does it take to go by train?  
*f*  $1\frac{1}{4}$  *g*  $1\frac{3}{4}$  *h*  $2\frac{1}{4}$  *i*  $6\frac{3}{4}$  *j* not given .....28
- 29 How many 1-inch by 2-inch pieces of candy can be cut in a pan which is 8 inches by 10 inches?  
*a* 20 *b* 36 *c* 50 *d* 80 *e* not given .....29
- 30 Dan says there are 2 quart and 2 pint packages of ice cream for the party. How many people will all of it serve if a pint serves 4 people?  
*f* 4 *g* 12 *h* 16 *i* 24 *j* not given .....30

TEST 1 *Arithmetic Reasoning* PART II

**DIRECTIONS:** The answers to these examples can be thought out without doing any figuring on paper. You are to think out the answer and mark the answer space that is lettered the same as your choice.

31 Which is the largest of these numbers?

a 402    b 89    c 346    d 198 ..... 31 

a	b	c

32 The cost of cheese is usually based on —

e count    f volume    g area    h weight ..... 32 

e	f	g

33 Which number is thirty thousand five hundred sixty?

a 30,056    b 30,506    c 30,560    d 35,006 ..... 33 

a	b	c

34 A gallon is how many quarts?

e 2    f 4    g 6    h 8 ..... 34 

e	f	g

MAY						
Sun.	Mon.					Sat.

a    b    c    d

35 In which space should Thursday be? 35 

a	b	c



36 What part of the square is black?

e  $\frac{1}{8}$     f  $\frac{1}{4}$     g  $\frac{1}{3}$     h  $\frac{1}{2}$  ..... 36 

e	f	g

37 Which of these fractions has the smallest value?

a  $\frac{1}{2}$     b  $\frac{1}{10}$     c  $\frac{1}{3}$     d  $\frac{1}{9}$  ..... 37 

a	b	c



38 How many minutes until 9 o'clock is it by this clock?

e 7    f 17    g 24    h 36 ..... 38 

e	f	g

39 Without working the examples, choose the one in which the quotient will be largest.

a  $19\overline{)938}$     b  $19\overline{)940}$     c  $19\overline{)934}$     d  $19\overline{)937}$  ..... 39 

a	b	c

40 The value of the Roman numeral XIV is —

e 9    f 14    g 16    h 18 ..... 40 

e	f	g

41 In which of these numbers does the 7 occupy the place of greatest value?

a 723    b 1427    c 8371    d 9470 ..... 41 

a	b	c

42 Without measuring, tell how many inches long this line is. \_\_\_\_\_

e 1    f 2    g 3    h 4 ..... 42 

e	f	g

43 The perimeter of the top of a box is the —

a distance across it    b length of its longest side  
c distance from corner to corner    d distance around it. .... 43 

a	b	c

44  $1\frac{1}{5} =$

e 1.20    f  $.1\frac{1}{5}$     g  $.001\frac{1}{5}$     h  $1.001\frac{1}{5}$  ..... 44 

e	f	g

45 How much is 42.968 rounded off to the nearest tenth?

a 42    b 42.9    c 42.97    d 43.0 ..... 45 

a	b	c

No. RIGHT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Gr. score	17	20	22	23	25	27	29	31	32	33	34	36	37	38	39	40	42	43	44	45	46	47	48	49	51	52	53	55	56	58	60	62	64	66	68	70	73	75	78	81	84	89	95	101	107



TEST 2 *Arithmetic Computation*

←5

**DIRECTIONS:** Work each example. Then compare your answer with the answers given at the right of the example. If your answer is one of those given, mark the answer space that has the same letter as your answer. Sometimes the correct answer is not given. If the correct answer is not given, mark the answer space under the letter for not given. Look carefully at each example to see what it tells you to do. If you need to do any figuring, use a separate sheet of paper.

## SAMPLES:

<b>A</b> Add	$\begin{array}{r} 3 \\ 2 \end{array}$	$a$ 2	$b$ 3	$c$ 4	$d$ 5	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>B</b> Subtract	$\begin{array}{r} 6 \\ 1 \end{array}$	$f$ 1	$g$ 2	$h$ 3	$i$ 4	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>1</b> Add	$\begin{array}{r} 63 \\ 54 \end{array}$	$a$ 97	$b$ 107	$c$ 117	$d$ 127	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>2</b> Subtract	$\begin{array}{r} 128 \\ 96 \end{array}$	$f$ 32	$g$ 33	$h$ 42	$i$ 52	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>3</b> Add	$\begin{array}{r} \$4.80 \\ 9.65 \end{array}$	$a$ \$13.45	$b$ \$13.55	$c$ \$14.55	$d$ \$15.45	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>4</b> Multiply	$\begin{array}{r} 450 \\ 7 \end{array}$	$f$ 3050	$g$ 3100	$h$ 3150	$i$ 3157	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>5</b>	$6 \div 2 =$	$a$ 3	$b$ 6	$c$ 8	$d$ 12	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>6</b> Add	$\begin{array}{r} 854 \\ 759 \\ 47 \\ 36 \end{array}$	$f$ 1686	$g$ 1696	$h$ 1706	$i$ 1796	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>7</b> Subtract	$\begin{array}{r} 407 \\ 384 \end{array}$	$a$ 13	$b$ 23	$c$ 123	$d$ 183	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>8</b> Multiply	$\begin{array}{r} 697 \\ 3 \end{array}$	$f$ 1991	$g$ 2061	$h$ 2071	$i$ 2091	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>9</b> Subtract	$\begin{array}{r} \$5.00 \\ 4.48 \end{array}$	$a$ \$.52	$b$ \$.62	$c$ \$1.48	$d$ \$1.52	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>10</b> Subtract	$\begin{array}{r} 422 \\ 385 \end{array}$	$f$ 37	$g$ 47	$h$ 57	$i$ 137	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>11</b> Add	$\begin{array}{r} 4538 \\ 7979 \\ 7908 \end{array}$	$a$ 20,325	$b$ 20,425	$c$ 21,325	$d$ 21,425	$e$ not given.....	$a$	$b$	$c$	$d$	$e$
<b>12</b>	$466 + 4557 + 89 =$	$f$ 4912	$g$ 5012	$h$ 5102	$i$ 5112	$j$ not given.....	$f$	$g$	$h$	$i$	$j$
<b>13</b>	$43 \overline{)86}$	$a$ 2	$b$ 3	$c$ 11	$d$ 20	$e$ not given.....	$a$	$b$	$c$	$d$	$e$

TEST 2 *Arithmetic Computation* (Continued)

◀ 6

14 Multiply  $\begin{array}{r} 75 \\ 14 \end{array}$   $f$  89  $g$  1040  $h$  1050  $i$  10,520  $j$  not given . . . 14  $f$   $g$   $h$   $i$   $j$

15  $4 \times \frac{3}{8} =$   $a$   $\frac{3}{32}$   $b$   $\frac{3}{8}$   $c$  1  $d$   $1\frac{1}{2}$   $e$  not given . . . 15  $a$   $b$   $c$   $d$   $e$

16  $2 \div \frac{1}{3} =$   $f$   $\frac{1}{6}$   $g$   $\frac{2}{3}$   $h$  3  $i$  6  $j$  not given . . . 16  $f$   $g$   $h$   $i$   $j$

17 Add  $\begin{array}{r} 667.55 \\ 786.68 \\ \hline 99.64 \end{array}$   $a$  1542.87  $b$  1543.86  $c$  1552.77  $d$  1552.87  $e$  not given . . . 17  $a$   $b$   $c$   $d$   $e$

18 Subtract  $\begin{array}{r} 14,710 \\ 5,974 \\ \hline \end{array}$   $f$  8736  $g$  8744  $h$  8746  $i$  8836  $j$  not given . . . 18  $f$   $g$   $h$   $i$   $j$

19  $34 \overline{)748}$   $a$   $19\frac{2}{34}$   $b$  22  $c$   $24\frac{15}{17}$   $d$  112  $e$  not given . . . 19  $a$   $b$   $c$   $d$   $e$

20 Subtract  $\begin{array}{r} 871,653 \\ 396,785 \\ \hline \end{array}$   $f$  474,868  $g$  475,868  $h$  484,968  $i$  485,868  $j$  not given . . . 20  $f$   $g$   $h$   $i$   $j$

21 Multiply  $\begin{array}{r} 808 \\ 590 \\ \hline \end{array}$   $a$  112,700  $b$  474,950  $c$  478,550  $d$  496,550  $e$  not given . . . 21  $a$   $b$   $c$   $d$   $e$

22  $52 \overline{)2236}$   $f$  43  $g$   $44\frac{23}{26}$   $h$  403  $i$   $441\frac{1}{13}$   $j$  not given . . . 22  $f$   $g$   $h$   $i$   $j$

23 Add  $\begin{array}{r} \frac{1}{6} \\ \frac{1}{6} \\ \hline \end{array}$   $a$   $\frac{1}{12}$   $b$   $\frac{1}{3}$   $c$  1  $d$  2  $e$  not given . . . 23  $a$   $b$   $c$   $d$   $e$

24  $\frac{3}{5} \times 6 =$   $f$   $\frac{3}{5}$   $g$  3  $h$   $3\frac{3}{5}$   $i$   $6\frac{3}{5}$   $j$  not given . . . 24  $f$   $g$   $h$   $i$   $j$

25 Multiply  $\begin{array}{r} 310 \\ 203 \\ \hline \end{array}$   $a$  613  $b$  7130  $c$  62,930  $d$  64,960  $e$  not given . . . 25  $a$   $b$   $c$   $d$   $e$

26 Subtract  $\begin{array}{r} 8\frac{1}{10} \\ 7\frac{5}{6} \\ \hline \end{array}$   $f$   $1\frac{4}{15}$   $g$   $1\frac{7}{10}$   $h$   $1\frac{14}{15}$   $i$   $15\frac{14}{15}$   $j$  not given . . . 26  $f$   $g$   $h$   $i$   $j$

## Summer Earnings of Six Boys

Bob	\$ \$ \$ \$ \$ \$ \$
Dick	\$ \$ \$
Tom	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Ted	\$ \$ \$ \$ \$
Bill	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Joe	\$ \$ \$ \$ \$ \$ \$

Each \$ represents 5 dollars earned last summer.

27 Which boy earned the least money last summer?  
 $a$  Dick  $b$  Tom  $c$  Ted  $d$  Bill  $e$  not given . . . 27  $a$   $b$   $c$   $d$   $e$

28 Which boy earned \$10 less than Tom?  
 $f$  Dick  $g$  Ted  $h$  Joe  $i$  Bill  $j$  not given . . . 28  $f$   $g$   $h$   $i$   $j$

29  $\frac{1}{4} \times \frac{3}{4} =$   $a$   $\frac{1}{4}$   $b$   $\frac{1}{3}$   $c$   $\frac{3}{8}$   $d$   $\frac{3}{4}$   $e$  not given . . . 29  $a$   $b$   $c$   $d$   $e$

TEST 2 *Arithmetic Computation* (Continued)

0 Multiply  $\begin{array}{r} 2.2 \\ 3 \end{array}$   $f$  .066  $g$  .66  $h$  6.6  $i$  66  $j$  not given.....30  $f$   $g$   $h$   $i$   $j$

1  $\frac{3}{4} \div \frac{1}{2} =$   $a$   $\frac{3}{8}$   $b$   $\frac{2}{3}$   $c$   $\frac{3}{4}$   $d$   $1\frac{1}{2}$   $e$  not given.....31  $a$   $b$   $c$   $d$   $e$

2  $4\overline{)16.48} =$   $f$  .0412  $g$  .412  $h$  4.12  $i$  41.2  $j$  not given....32  $f$   $g$   $h$   $i$   $j$

3 Add  $\begin{array}{r} 4\frac{3}{4} \\ 7\frac{1}{2} \end{array}$   $a$   $4\frac{5}{8}$   $b$   $4\frac{5}{6}$   $c$   $5\frac{1}{4}$   $d$   $5\frac{3}{4}$   $e$  not given.....33  $a$   $b$   $c$   $d$   $e$

4 Subtract  $\begin{array}{r} 4 \text{ ft. } 2 \text{ in.} \\ 10 \text{ in.} \end{array}$   $f$  3 ft.  $g$  3 ft. 2 in.  $h$  3 ft. 4 in.  $i$  4 ft. 8 in.  $j$  not given.....34  $f$   $g$   $h$   $i$   $j$

5 Subtract  $\begin{array}{r} \frac{1}{2} \\ \frac{1}{6} \end{array}$   $a$   $\frac{1}{8}$   $b$   $\frac{1}{6}$   $c$   $\frac{1}{4}$   $d$   $\frac{2}{3}$   $e$  not given.....35  $a$   $b$   $c$   $d$   $e$

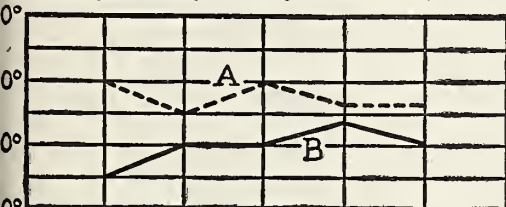
6  $2\overline{)1.28} =$   $f$  .064  $g$  .64  $h$  6.4  $i$  64  $j$  not given.....36  $f$   $g$   $h$   $i$   $j$

7  $4\overline{)1220}$   $a$  35  $b$  305  $c$  315  $d$  350  $e$  not given.....37  $a$   $b$   $c$   $d$   $e$

8  $.2 \times .12 =$   $f$  .024  $g$  .06  $h$  .6  $i$  24  $j$  not given.....38  $f$   $g$   $h$   $i$   $j$

9  $3\frac{1}{8} \div 5 =$   $a$   $\frac{3}{8}$   $b$   $\frac{3}{5}$   $c$   $\frac{5}{8}$   $d$   $1\frac{3}{5}$   $e$  not given.....39  $a$   $b$   $c$   $d$   $e$

Average Daily Temperatures for Monday through Friday in City A and City B



Mon. Tues. Wed. Thurs. Fri.

40 On which day was the average temperature just 10° higher in City A than in City B?

$f$  Mon.  $g$  Tues.  $h$  Wed.  $i$  Thurs.  $j$  not given.....40  $f$   $g$   $h$   $i$   $j$

41 On which day were the average temperatures in the two cities most nearly equal?

$a$  Mon.  $b$  Tues.  $c$  Wed.  $d$  Fri.  $e$  not given.....41  $a$   $b$   $c$   $d$   $e$

2 Add  $\begin{array}{r} 5 \text{ lb. } 9 \text{ oz.} \\ 3 \text{ lb. } 9 \text{ oz.} \end{array}$   $f$  8 lb. 2 oz.  $g$  8 lb. 9 oz.  $h$  9 lb. 2 oz.  $i$  9 lb. 8 oz.  $j$  not given.....42  $f$   $g$   $h$   $i$   $j$

3 6% of \$300 =  $a$  \$18  $b$  \$180  $c$  \$50  $d$  \$306  $e$  not given.....43  $a$   $b$   $c$   $d$   $e$

4  $8\overline{)16}$   $f$  .002  $g$  .2  $h$  2  $i$  20  $j$  not given.....44  $f$   $g$   $h$   $i$   $j$

5 Find the average  $\begin{array}{l} 12 \text{ ft.} \\ 20 \text{ ft.} \\ 17 \text{ ft.} \\ 11 \text{ ft.} \end{array}$   $a$  11 ft.  $b$  15 ft.  $c$  20 ft.  $d$  60 ft.  $e$  not given...45  $a$   $b$   $c$   $d$   $e$

Stop.

No. right	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Gr. score	21	23	26	29	30	31	32	33	35	36	38	39	40	42	44	45	47	49	50	51	52	53	55	56	57	59	60	61	62	63	65	66	68	69	71	72	74	76	78	81	83	86	90	98	106







EDMONTON SEPARATE SCHOOL  
SPELLING TEST ONE

1. run	He can run fast.	run
2. ten	I see ten birds.	ten
3. red	John has a red cap.	red
4. six	Five comes before six.	six
5. sea	He sailed across the sea.	sea
6. child	A child was lost at the fair.	child
7. lay	Lay the paper on the desk.	lay
8. that	That is our house.	that
9. add	Add nine and six.	add
10. form	Please form a line.	form.
11. mine	The ball is mine.	mine
12. same	Come at the same time tomorrow.	same
13. easy	This work is easy.	easy
14. cent	He put one cent in the meter.	cent
15. done	Our work is done.	done
16. point	Point to the correct answer.	point
17. anyway	I shall go anyway.	anyway
18. picture	He had his picture taken.	picture
19. fifth	Mary sits in the fifth seat.	fifth
20. number	Number your pages.	number
21. perfect	Bruce had a perfect score.	perfect
22. personal	The matter is personal.	personal
23. getting	Our dog is getting old.	getting
24. several	I have several pencils.	several
25. desire	I have a desire to travel.	desire
26. their	Their home is large.	their
27. written	He has written to the company.	written
28. popular	Andy sang a popular song.	popular
29. interest	He has an interest in science.	interest
30. treasure	Pirates searched for treasure.	treasure
31. pleasant	It is a pleasant day.	pleasant
32. certain	Be certain that you are right.	certain
33. therefore	Therefore I shall stay.	therefore
34. conference	The teachers are at a conference.	conference.
35. minute	You are a minute late.	minute
36. citizen	A citizen may vote.	citizen
37. necessary.	This work is necessary.	necessary
38. association	An association was formed.	association
39. reference	He made reference to Joe.	reference
40. secretary	Mary is the club secretary.	secretary
41. character	His character is good.	character
42. cordially	We were greeted cordially.	cordially
43. committee	A committee will decorate.	committee
44. disappoint	Do not disappoint us.	disappoint
45. principal	He is the school principal	principal
46. parliament	He attended parliament.	parliament
47. judgment	His judgment is sound.	judgment
48. endeavor	Endeavor to be on time.	endeavor
49. discipline	The discipline was strict.	discipline
50. villain	Jack played the villain.	villain



## APPENDIX C



# GATES READING SURVEY—FORM 2

For Grade 3 (Second Half) Through Grade 10

## Speed and Accuracy, Reading Vocabulary, Level of Comprehension



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Write your name here.....

How old are you?.....When is your birthday?.....

School.....Grade.....Date.....

In this booklet you will find several tests of reading. They will show how fast you read, how well you understand what you read, and how many words you

know. Don't waste any time, and don't look at anyone's paper. Follow your teacher's directions. The directions for the first test are given below.

### SPEED AND ACCURACY TEST

Directions: Read these paragraphs. Draw a line under the word which best answers the question or completes

the sentence. Draw a line under **one** word only. Do the exercises as rapidly as you can without making errors.

Sample: All night long the truck driver sat at the wheel of the huge trailer truck. He drove along the twisting highways until dawn. How did he feel then?

rested      amused      tired      fresh

On the next two pages are more paragraphs similar to this sample. When your teacher tells you to turn the page, read the paragraphs and draw a line

under the word which best answers the question or completes the sentence. Be sure to do the paragraphs in order 1, 2, 3, etc., in which they are numbered.

**Do not turn the page until you are told to begin.**

To the teacher: Show the children the sample exercise above. Read the directions with the pupils and make sure that they know what to do. Follow this same procedure when you come to the sample exercises on pages 4 and 6.

**IMPORTANT:** Be sure to signal STOP at the end of the stipulated time for the Speed and Accuracy Test (6 minutes for grades 3, 4, and 5; 4 minutes for grades 6 and up). No exact time allowances are set for the other two tests. Keep your pupils working vigorously, but give them as much time as you think they need. Twenty minutes, or a little more, is usually sufficient for each test. Detailed instructions for administering and scoring the entire test are given in the Manual (included in each test package).

Speed:	Raw score.....	Grade score.....	Age score.....	Reading accuracy:
Vocabulary:	Raw score.....	Grade score.....	Age score.....	Per cent correct.....
Comprehension:	Raw score.....	Grade score.....	Age score.....	Accuracy rating.....
Averages:		Grade score.....	Age score.....	



# SPEED AND ACCURACY TEST

(Time allowance: 6 minutes for grades 3, 4, 5; 4 minutes for grade 6 and above.)

1. Betty and Sally put on their best dresses and their new shoes. They wrapped their gifts carefully in colored paper. They were going to a

fire      movie      party      playground

2. Billy sat on the window sill. Outside, the wind was blowing the snow into whirling clouds. Billy felt warm and comfortable as he watched through the

book      window      mirror      tunnel

3. Elsie and Ed sat down at a table. The waiter came over to them with a menu and asked them what they would like to eat. Where were Elsie and Ed?

restaurant      classroom      hut      movie

4. Jim walked out to the end of the pier. He fixed the line on his rod and put the bait on the hook. He threw the end of the line into the water to catch a

bird      line      fish      deer

5. In Canada, some of the people speak French, some speak English, and some speak both. How many languages are spoken in Canada?

three      two      one      four

6. Coconuts grow at the top of tall trees. Skillful climbers go up the slim trunks and throw down the fruit. What do you have to do to pick coconuts?

bend      eat      climb      hop

7. Harry put on his bathing suit. He packed his lunch. He took a towel from the shelf and put his comb in his pocket. What was Harry going to do?

swim      study      ski      read

8. Jake's dog, Bonnie, won the blue ribbon at the dog show. Photographers took pictures of Jake and Bonnie for the newspaper. How did Jake feel?

sad      ashamed      lonely      proud

9. The sun stood high in the sky. Mothers were busy, for soon the children would be coming home to have their lunch. About what time of day was it?

11:30      4:30      6:00      9:00

10. Joe ate a piece of chocolate cake. Then he ate some cookies. After that he had a few candies. What sort of food did Joe like to eat?

fruit      sweets      meat      vegetables

11. The stars are bright at night, and seem quite near. Actually, they are so far away it takes the light millions of years to reach us. Stars are

far      near      dark      new

12. Plains Indians usually lived in tents and moved about often. In the Sahara Desert, people live the same way. The people of the Sahara live in

houses      stores      huts      tents

13. Mary was sad because she was all alone on her birthday. All at once, her friends ran in, crying "Happy birthday, Mary!" What sort of party was this?

graduation      surprise      Christmas      Halloween

14. In 1763 the English defeated the French in a war called the French and Indian War. Indians fought on both sides. Who won this war?

French      Americans      English      Canadians

15. Mary pulled and tugged at the knob. She was not able to turn it. It was a cold day to be locked outside. What was Mary trying to open?

box      bag      safe      door

16. Our language, which already has a million words, gains thousands more each year. The number of words in our language is at least

500      1,000      10,000      1,000,000

17. Horses that run on hard and rocky surfaces must wear horseshoes to prevent their hoofs from being hurt. What are horseshoes used for?

protection      beauty      style      warmth

18. When we take a photograph, we "write with light." That is what the word means. In taking a photograph, it is necessary to have a camera and

paintbrush      pencil      darkness      light

GO RIGHT ON TO NEXT PAGE

# SPEED AND ACCURACY TEST Continued

Many animals live in Australia which are found nowhere else. One of the most interesting of these is the kangaroo. Where do kangaroos live?

England      Australia      Africa      China

The more branches a maple tree has, the more syrup it gives. If a maple tree gave a large amount of syrup, you would guess that its branches were

small      few      weak      many

Clouds are made of little drops of water hanging in the air. When a cloud becomes too heavy with water, the water falls out of the cloud. Then it becomes

rain      wood      clouds      leaves

Without light there is no color. When a room is completely dark, colors cannot be seen. Really the colors are not there. In the dark, everything is

blue      green      colorless      pink

A chickadee is small and lively. It makes many short flights. It is always hopping about. It likes to hang upside down from a branch. A chickadee is a

vegetable      fish      cat      bird

Joe has a toothache, and it is extremely painful. He wants to get rid of the pain, and so he is going to see someone who can fix his tooth. To whom will he go?

lawyer      dentist      teacher      friend

Switzerland has little land and few people. The Swiss people work hard, however, and their country is clean and prosperous. Switzerland is

large      small      dirty      poor

The sun is a star that keeps the earth warm. Without it, people could not raise food. It keeps them from freezing. What is the sun?

planet      moon      star      earth

An object traveling through the air at high speeds will become hot. A way must be found to keep rocket engines cool as they go swiftly through the

scientists      airplanes      water      air

28. Crabs have hard shells. The shells will not stretch, and so the crab must keep growing new shells as it gets bigger. How many shells does a crab grow?

several      one      none      two

29. A woodpecker pecks at trees with its bill and makes a loud rapping noise. It is looking for insects to eat. Where does the woodpecker find its food?

insects      trees      bill      flowers

30. The temperature in Death Valley, California, has been as high as 134°F. Most people like the temperature to be between 60° and 80°. Death Valley is

freezing      cold      hot      high

31. Scientists now believe that sunlight and starlight are alike. They think, too, that both are made in the same way. What is starlight like?

electricity      sunlight      darkness      fire

32. The Greeks believed in a sun god, Apollo. They thought the sun moving across the sky was Apollo driving his chariot. Apollo was the sun god of the

Romans      English      Greeks      French

33. Although they no longer look alike, the rhinoceros and the horse were once close relatives. What animal was once a close relative of the horse?

dog      cat      giraffe      rhinoceros

34. Before the Indians had horses, their tepees were small because they had to carry them on their backs. After they had horses, their tepees could be

larger      smaller      lighter      brighter

35. Bill ate some salty nuts. He went to the drinking fountain. When he turned it on, no water came out. The fountain was broken. How did Bill feel?

thirsty      happy      broken      tired

36. When water freezes, it takes up more room. If a crack in a rock is filled with water, and the water freezes, then it is likely that the rock will

freeze      shrink      split      spill

STOP HERE

Record: Raw score (number correct) ..... Accuracy: Record number attempted ....., then consult Manual to find accuracy score



# READING VOCABULARY TEST

**Directions:** Look at the first word in each line. Then find another word in the same line that means the same or nearly the same as the first word. Note the number of

this word and write its number in the blank space at right. Read line A, then line B, then line C below to the way to do it.

- |           |         |         |          |         |         |       |         |
|-----------|---------|---------|----------|---------|---------|-------|---------|
| A. dog    | 1 cloud | 2 bird  | 3 animal | 4 dress | 5 fish  | ..... | A. ____ |
| B. red    | 1 man   | 2 song  | 3 tree   | 4 sit   | 5 color | ..... | B. ____ |
| C. little | 1 big   | 2 small | 3 pet    | 4 book  | 5 cold  | ..... | C. ____ |

Now read each line on this and the next page and find the word that means the same or nearly the same as the

first word in each line. Write its number in the blank space. Do as many lines as you can.

- |               |             |            |             |            |             |       |          |
|---------------|-------------|------------|-------------|------------|-------------|-------|----------|
| 1. house      | 1 fruit     | 2 bird     | 3 harm      | 4 color    | 5 home      | ..... | 1. ____  |
| 2. dinner     | 1 buy       | 2 food     | 3 tree      | 4 dark     | 5 day       | ..... | 2. ____  |
| 3. hot        | 1 fight     | 2 heavy    | 3 warm      | 4 sweet    | 5 small     | ..... | 3. ____  |
| 4. girl       | 1 child     | 2 cold     | 3 glass     | 4 bird     | 5 water     | ..... | 4. ____  |
| 5. animal     | 1 wood      | 2 color    | 3 place     | 4 horse    | 5 tree      | ..... | 5. ____  |
| 6. three      | 1 dark      | 2 tree     | 3 stone     | 4 number   | 5 wood      | ..... | 6. ____  |
| 7. moving     | 1 eating    | 2 seeing   | 3 hurt      | 4 reading  | 5 going     | ..... | 7. ____  |
| 8. sixteen    | 1 money     | 2 place    | 3 quiet     | 4 number   | 5 stingy    | ..... | 8. ____  |
| 9. skirt      | 1 dance     | 2 game     | 3 dress     | 4 paper    | 5 hurry     | ..... | 9. ____  |
| 10. carry     | 1 take      | 2 eat      | 3 hit       | 4 throw    | 5 buy       | ..... | 10. ____ |
| 11. howling   | 1 game      | 2 weapon   | 3 bird      | 4 simple   | 5 yelling   | ..... | 11. ____ |
| 12. crow      | 1 group     | 2 lift     | 3 building  | 4 place    | 5 bird      | ..... | 12. ____ |
| 13. overflow  | 1 catch up  | 2 run over | 3 deceive   | 4 flatter  | 5 smell     | ..... | 13. ____ |
| 14. daughter  | 1 color     | 2 place    | 3 darker    | 4 child    | 5 game      | ..... | 14. ____ |
| 15. chocolate | 1 food      | 2 tardy    | 3 crayon    | 4 metal    | 5 tool      | ..... | 15. ____ |
| 16. slipper   | 1 fall down | 2 toy      | 3 shoe      | 4 candy    | 5 bird      | ..... | 16. ____ |
| 17. champion  | 1 winner    | 2 horse    | 3 lake      | 4 bully    | 5 drink     | ..... | 17. ____ |
| 18. ordinary  | 1 dainty    | 2 common   | 3 cheap     | 4 shiny    | 5 deep      | ..... | 18. ____ |
| 19. whirl     | 1 run       | 2 spin     | 3 hurry     | 4 whine    | 5 color     | ..... | 19. ____ |
| 20. palace    | 1 king      | 2 beauty   | 3 animal    | 4 building | 5 drink     | ..... | 20. ____ |
| 21. moist     | 1 lift up   | 2 ship     | 3 animal    | 4 metal    | 5 wet       | ..... | 21. ____ |
| 22. attack    | 1 assault   | 2 sharpen  | 3 polish    | 4 shout    | 5 demand    | ..... | 22. ____ |
| 23. exhibit   | 1 fight     | 2 show     | 3 confuse   | 4 preserve | 5 shout     | ..... | 23. ____ |
| 24. recite    | 1 keep      | 2 cut up   | 3 report    | 4 rejoin   | 5 shine     | ..... | 24. ____ |
| 25. villain   | 1 woman     | 2 animal   | 3 scoundrel | 4 town     | 5 plant     | ..... | 25. ____ |
| 26. merciful  | 1 cruel     | 2 pretty   | 3 stuffed   | 4 stormy   | 5 kindly    | ..... | 26. ____ |
| 27. fantastic | 1 pretty    | 2 strange  | 3 unfair    | 4 cheap    | 5 expensive | ..... | 27. ____ |
| 28. quantity  | 1 amount    | 2 can      | 3 drink     | 4 value    | 5 food      | ..... | 28. ____ |
| 29. lighten   | 1 lengthen  | 2 stagger  | 3 attack    | 4 confuse  | 5 reduce    | ..... | 29. ____ |
| 30. bleak     | 1 high      | 2 sunny    | 3 dreary    | 4 sour     | 5 hard      | ..... | 30. ____ |

**READING VOCABULARY TEST Continued**

31. vicious	1 mixed up	2 hungry	3 dripping	4 wicked	5 paint	31. _____
32. previous	1 wet	2 expensive	3 before	4 friendly	5 smart	32. _____
33. tatter	1 apron	2 book	3 smooth	4 tear	5 add up	33. _____
34. readily	1 smooth	2 clear	3 easily	4 slowly	5 painfully	34. _____
35. mirth	1 joy	2 candy	3 flower	4 anger	5 confusion	35. _____
36. acquire	1 crowd	2 prevent	3 sell	4 injure	5 secure	36. _____
37. participate	1 turn under	2 divide	3 persecute	4 join in	5 cut up	37. _____
38. impudent	1 unwise	2 rude	3 wasteful	4 poor	5 sickly	38. _____
39. valor	1 fortress	2 dough	3 courage	4 coating	5 tool	39. _____
40. suspend	1 hang	2 hurry	3 pretend	4 cut up	5 spring	40. _____
41. condense	1 divide	2 can	3 heat	4 reduce	5 criticize	41. _____
42. narrative	1 order	2 stairway	3 sailor	4 fisherman	5 story	42. _____
43. hindrance	1 falsehood	2 retreat	3 support	4 fault	5 interference	43. _____
44. genial	1 soft	2 friendly	3 naughty	4 burned	5 race	44. _____
45. persecution	1 oppression	2 cooked	3 auction	4 battle	5 fire	45. _____
46. segment	1 seed	2 part	3 combination	4 rudder	5 guess	46. _____
47. incredulous	1 unbelieving	2 fearless	3 dependable	4 sickly	5 gullible	47. _____
48. populace	1 publish	2 medicine	3 coat	4 people	5 statement	48. _____
49. vagrant	1 worm	2 tool	3 tramp	4 direction	5 soldier	49. _____
50. rigidity	1 coldness	2 stiffness	3 strange	4 hunger	5 availability	50. _____
51. opportune	1 cheap	2 expensive	3 timely	4 faulty	5 crafty	51. _____
52. acute	1 sharp	2 funny	3 idiotic	4 fearful	5 horrible	52. _____
53. adjacent	1 under	2 next to	3 double	4 fearful	5 cowardly	53. _____
54. innumerable	1 durable	2 lasting	3 colored	4 unknown	5 many	54. _____
55. myriad	1 hive	2 jewel	3 chain	4 scattered	5 many	55. _____
56. complacent	1 contented	2 contrary	3 pretty	4 generous	5 expensive	56. _____
57. contemptible	1 brilliant	2 argumentative	3 honest	4 haughty	5 disgraceful	57. _____
58. admonish	1 strangle	2 mix	3 punish	4 advise	5 praise	58. _____
59. suppress	1 print	2 stop	3 criticize	4 supply	5 make up	59. _____
60. circuitous	1 indirect	2 affluent	3 plentiful	4 stingy	5 amazing	60. _____
61. paternal	1 foreign	2 dull	3 secretive	4 fatherly	5 boastful	61. _____
62. obscene	1 scenic	2 foul	3 rural	4 clean	5 subtle	62. _____
63. pilfer	1 strain	2 invent	3 poison	4 steal	5 retreat	63. _____
64. bulwark	1 post	2 challenge	3 defense	4 achievement	5 gun	64. _____
65. fallacious	1 dangerous	2 explosive	3 fearless	4 faulty	5 fashionable	65. _____

**STOP HERE**

**Number correct (possible 65)..... Number wrong..... Raw score (number correct minus ¼ number wrong).....**



# LEVEL OF COMPREHENSION TEST

**Directions:** Read each paragraph. Note the space marked A. Note the line of words marked A. Find the word in line A that makes the best sense in space A and draw a line under it. Do the same for the

space marked B, and for C when there is a C. If a sample is marked correctly. If you cannot do one of the paragraphs, do not spend too much time on it. Go on to the next item.

Sample: My cat is now very old. After it has had dinner it likes to find a soft, warm A and go to B.

A. glass	cold	<u>bed</u>	lake	pig
B. town	<u>sleep</u>	five	swim	pieces

1. We have a playroom in our A. It is down in the basement, so we need an electric B even on sunny days.

A. tent	house	bed	car	lake
B. storm	friend	light	ladder	engine

2. My little brother has a big box of play blocks. I help him A towers and bridges, but he likes to B them all down.

A. burn	build	sing	shoot	sleep
B. eat	cry	swim	knock	sell

3. Bob's father took him for a ride in an airplane. It rolled across the airfield and soon it was in the air. It climbed higher and higher. From high up in the A, the houses far below B tiny.

A. sky	water	airfield	pilot	ocean
B. looked	smelled	flew	walked	felt

4. Our bread is made from wheat that comes most from the central part of the United States. In the part of our country there are many large A with huge fields of B and other grains.

A. balloons	boats	farms	engines	rivers
B. wheat	apples	pears	lettuce	fish

5. Electric-eye doors are useful in such places as railway stations and stores. In these places, people are likely to be carrying A and therefore they do not have their B free to open doors.

A. woes	packages	radiators	doors	trains
B. feet	nose	spirits	hands	energy

6. When Bert was eight years old, his parents gave him a pony. First he learned to ride. Then his father taught the pony to A a little B.

A. push	pull	ride	laugh	fly
B. fence	sandwich	wagon	automobile	saddle

GO RIGHT ON TO NEXT PAGE



Today most homes stay in one place, and food is kept in the refrigerator. Once, however, food was carried on the hoof and had to be followed. Hunters and their families \_\_\_\_\_ A \_\_\_\_\_ after the \_\_\_\_\_ B \_\_\_\_\_ and carried their houses with them.

new wished followed stroked swam  
stores metcours refrigerator animals medicine men

Plastic is a relatively new material. It has become of major importance in a short time. Strength and flexibility are the two outstanding qualities which make it \_\_\_\_\_ A \_\_\_\_\_ for many different \_\_\_\_\_ B \_\_\_\_\_.

attractive edited useful manageable frightful  
schools instances grounds boys purposes

Alexander Graham Bell was a teacher of the deaf. Because of his work with people who lived in a \_\_\_\_\_ A \_\_\_\_\_ world, he became interested in the problem of sound. Our telephone is a \_\_\_\_\_ B \_\_\_\_\_ of this invention.

noisy brilliant soundless static changeless  
fault charge forerunner teacher result

On mountaintops, liquids boil at lower temperatures because of diminished air pressure. Spacemen must wear pressurized suits where there is little \_\_\_\_\_ A \_\_\_\_\_ in order to keep their blood from \_\_\_\_\_ B \_\_\_\_\_.

water food soda air liquid  
disappearing boiling fading leaping stuffing

11. A new problem confronts the landscape gardener. He must consider his art as seen from the air. With \_\_\_\_\_ A \_\_\_\_\_ travel steadily increasing, a community must give more and more attention to its appearance from the \_\_\_\_\_ B \_\_\_\_\_.

A. automobile underground sea train airplane  
B. clouds highway ocean tunnel station

12. Iron ore is first melted into pig iron. From this pig iron all other types of iron and steel are made. As pig iron is hard and brittle, it can be used only for \_\_\_\_\_ A \_\_\_\_\_ articles that do not receive much \_\_\_\_\_ B \_\_\_\_\_. It breaks easily.

A. finding throwing breaking making cleaning  
B. pressure cleaning attention light heat

13. It is economically sound to control water. Too much water means the destruction of life and property by flood. Too little water often brings the same results by drought. When water is controlled, it is available for \_\_\_\_\_ A \_\_\_\_\_ and for \_\_\_\_\_ B \_\_\_\_\_.

A. irrigation waste destruction music problems  
B. drowning floods scenery housing power

14. Ceremony plays its part in every society. It provides the greeting, "Good Morning," with which we acknowledge an event as minor as the \_\_\_\_\_ A \_\_\_\_\_ of a new day. It establishes the form in which we observe major events such as \_\_\_\_\_ B \_\_\_\_\_ or death.

A. passing end memory decline coming  
B. head colds quarrels marriage picnics parties

TURN THE PAGE AND GO RIGHT ON

15. Of the several kinds of birds that once were common in the United States but are now \_\_\_\_\_A\_\_\_\_\_, the Passenger Pigeon is perhaps the most famous. There were once so many that their millions \_\_\_\_\_B\_\_\_\_\_the sky.

- A. extinct prevalent numerous unpopular huge  
B. replaced swallowed conquered darkened refused

16. The regulation double-hung window in which each sash slides past the other, the outer one on top, was invented by, or at the time of, Thomas Jefferson. It is said he was annoyed at the way casement windows tangled with the draperies. Since then, \_\_\_\_\_A\_\_\_\_\_windows have become \_\_\_\_\_B\_\_\_\_\_in many parts of the country.

- A. bay casement picture double-hung screen  
B. doors standard blinds bigger weaker

17. With great reluctance man surrendered his belief in the earth as the center of the universe. To accept the idea that the earth is merely one of nine planets \_\_\_\_\_A\_\_\_\_\_a dying star seemed to \_\_\_\_\_B\_\_\_\_\_man's importance.

- A. fighting cheating lighting escaping circling  
B. distill prove diminish choose increase

18. A space station would be the earth's second satellite, but its first of the man-made variety. The moon is our first satellite, and a space station would behave according to the same \_\_\_\_\_A\_\_\_\_\_laws that \_\_\_\_\_B\_\_\_\_\_the moon.

- A. natural tyrant's man-made legislated popular  
B. trouble persuade created nourish govern

19. Since any object consumes its own mass as gives off energy, the sun will eventually become \_\_\_\_\_A\_\_\_\_\_cinder at the center of our \_\_\_\_\_B\_\_\_\_\_solar system.

- A. altruistic elated effervescent exhausted ebullient  
B. mundane livid frigid ergot frenetic

20. "No matter if the facts be physical or moral, they all have their causes . . . Vice and virtue are products, like vitriol and sugar; and every \_\_\_\_\_A\_\_\_\_\_phenomenon arises from other more simple \_\_\_\_\_B\_\_\_\_\_on which it hangs."

- A. ghastly eccentric raucous complex imaginary  
B. trivia phenomena counsels prodigality annulment

21. A part of a man can govern and otherwise \_\_\_\_\_A\_\_\_\_\_other parts of him. Supernatural and abstract \_\_\_\_\_B\_\_\_\_\_operate on man by habits and ideals instilled in him, especially in early life. It is only as notions of God, duty, etc., take up their abode in men that they become political \_\_\_\_\_C\_\_\_\_\_.

- A. stop injure influence abhor tolerate  
B. animals men money lights entities  
C. traders forces devils seances vapors

STOP HERE

Number correct (possible 43)..... Number wrong..... Raw score (number correct minus ¼ number wrong).....

# STANFORD ACHIEVEMENT TEST

*Intermediate  
Arithmetic Test*

FORM  
**K**

TRUMAN L. KELLEY • RICHARD MADDEN • ERIC F. GARDNER • LEWIS M. TERMAN • GILES M. RUCH

## Intermediate Arithmetic Test

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Boy or girl \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date of birth \_\_\_\_\_  
Year Month Day

City or town \_\_\_\_\_ State \_\_\_\_\_ Date \_\_\_\_\_

	1 ARITH. REAS.	2 ARITH. COMP.	AVER. ARITH.
Grade Equiv.			
Age Equiv.			
%-ile Rank			

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TEST 1 *Arithmetic Reasoning* PART I

**DIRECTIONS:** Work an example, and then compare your answer with the answers which follow it. If your answer is one of those given, mark the answer space that has the same letter as your answer. Sometimes the correct answer is not given. If you do not find the correct answer, mark the space under the letter for not given.

**SAMPLES:** 51 How many balls are 3 balls and 4 balls?

a 3    b 4    c 7    d 12    e not given.....51

52 How many books are 3 books and 2 books?

f 2    g 3    h 4    i 6    j not given.....52

1 Mother bought 3 new dresses for Mary, 4 for Jean, and 2 for Alice. How many dresses did she buy all together?

a 3    b 6    c 9    d 10    e not given.....1

2 We counted 11 carrots in one row of the garden, 6 carrots in another, and 15 carrots in another. How many carrots are there in the three rows?

f 11    g 17    h 21    i 32    j not given.....2

3 Ben has 13 pencils and Ned has 6. Ben has how many more pencils than Ned?

a 6    b 7    c 13    d 19    e not given.....3

4 Steve got 38 addition examples right and 24 subtraction examples right. How many examples did he get right all together?

f 14    g 24    h 38    i 62    j not given.....4

5 Harry has 4 marbles and 3 balls. John has 2 marbles and 6 balls. How many marbles do the two boys have?

a 4    b 6    c 9    d 15    e not given.....5

6 Ruth has 24 lines to learn for the play. She says she will learn 4 new ones every day. At that rate, how many days will it take to learn all 24 lines?

f 4    g 6    h 8    i 24    j not given.....6

7 Ann bought gumdrops for 19¢, a can of peanuts for 29¢, and candy bars for 25¢. How much did she pay for all of them?

a 25¢    b 48¢    c 68¢    d 74¢    e not given.....7

8 George gathered 184 shells at the beach. If he divides them equally among 8 of his friends, how many will each get?

f 23    g 24    h 92    i 184    j not given.....8

9 How much will 6 boxes of breakfast food cost at 18¢ a box?

a 3¢    b 18¢    c 24¢    d \$1.08    e not given.....9

10 Dick's father filled his gasoline tank three times this week. It took 13 gallons, 16 gallons, and 15 gallons. How many gallons were put in all together?

f 34    g 43    h 44    i 47    j not given.....10

11 The 249 pupils of a school eat lunch in 3 different groups. If all 3 groups have the same number of pupils, how many are there in each group?

a 80    b 83    c 249    d 747    e not given.....11

12 There are 28 children in our room. If there were exactly that many in every one of the 12 rooms in the school, how many children would there be all together?

f  $2\frac{1}{3}$     g 28    h 280    i 336    j not given.....12

13 Jane reads 15 pages in her book in 45 minutes. That is an average of how many minutes per page?

a 1    b 3    c 15    d 30    e not given.....13

14 Tom cleans windows for 35¢ each. How much should he get for cleaning 12 of Mrs. Brown's windows?

f 35¢    g 52¢    h \$2.80    i \$4.20    j not given.....14

TEST 1 *Arithmetic Reasoning* (Continued)

43

- 15 In the 4-H Club camp at the fair, there are 65 boys, 46 girls, and 27 parents and leaders. How many more girls are needed to have an equal number of boys and girls? a b c d e  
a 19    b 46    c 111    d 138    e not given.....15 11 11 11 11 11
- 16 The cost of a new school flag was shared equally by 7 Scout troops of our school. The flag cost \$3.85. How much was each troop's share? f g h i j  
f 7¢    g 55¢    h \$3.85    i \$26.95    j not given...16 11 11 11 11 11
- 17 The school library has 24 shelves. Sue counted 34 books on one shelf. If each shelf has the same number of books, how many books are there all together? a b c d e  
a 24    b 34    c 58    d 716    e not given.....17 11 11 11 11 11
- 18 A coat which was priced at \$49.50 last month is now on sale for \$39.95. How much can be saved by buying at the sale price? f g h i j  
f \$9.55    g \$10.45    h \$10.55    i \$39.95    j not given...18 11 11 11 11 11
- 19 The children saw three kinds of planes at the airport. One could go 400 miles per hour, another 250, and another 125. What was the difference in miles per hour between the fastest and the slowest plane? a b c d e  
a 125    b 150    c 275    d 400    e not given.....19 11 11 11 11 11
- 20 Mother bought 8 cards at 10¢ each and 23 stamps at 3¢ each. How much did all the cards and stamps cost? f g h i j  
f \$1.39    g \$1.46    h \$1.49    i \$1.59    j not given...20 11 11 11 11 11
- 21 Helen has 24 hens. She gathered 18 eggs on Monday, 16 on Tuesday, and 19 on Wednesday. How many eggs were gathered in all 3 days? a b c d e  
a 53    b 54    c 63    d 77    e not given.....21 11 11 11 11 11
- 22 Father bought 2 tickets at 87¢ each and 2 at 36¢ each. How much change should he get back from \$5? f g h i j  
f \$1.23    g \$2.46    h \$ 2.54    i \$3.77    j not given...22 11 11 11 11 11
- | Read down |          | Read up |
|-----------|----------|---------|
| 1:40      | Carson   | 11:15   |
| 2:25      | Valley   | 10:30   |
| 3:05      | Lakewood | 9:50    |
| 5:30      | Baker    | 8:10    |
| 6:00      | Old City | 7:30    |
- 23 This is part of a train timetable. At what time is the train from Old City due at Lakewood? a b c d e  
a 3:05    b 6:00    c 7:30    d 9:50    e not given...23 11 11 11 11 11
- 24 Each child agreed to pay  $\frac{1}{8}$  of the cost of the picnic. The total cost was \$2.48. How much should each pay? f g h i j  
f 30¢    g 32¢    h 48¢    i 50¢    j not given.....24 11 11 11 11 11
- 25 You know what you paid for a hat. You know how much money you had left. To find how much money you had before buying the hat, you would — a b c d e  
a add    b subtract    c multiply    d divide    e not given...25 11 11 11 11 11
- 26 Small cakes are 2 for 15¢. How many will 45¢ buy? f g h i j  
f 2    g 3    h 15    i 30    j not given.....26 11 11 11 11 11
- 27 Dan is buying  $1\frac{1}{4}$  pounds of large nails and 5 ounces of small nails. How many pounds of nails is he buying all together? a b c d e  
a 1 lb. 6 oz.    b 1 lb. 10 oz.    c  $1\frac{3}{4}$  lb.    d  $2\frac{1}{2}$  lb.    e not given...27 11 11 11 11 11
- 28 Anne can play for three quarters of an hour. How many minutes is that? f g h i j  
f 30    g 40    h 45    i 60    j not given.....28 11 11 11 11 11
- 29 Don spends  $\frac{1}{2}$  of his allowance for clothes and  $\frac{1}{4}$  for pleasure, and saves the rest. What fraction of his allowance does he save? a b c d e  
a  $\frac{1}{4}$     b  $\frac{1}{2}$     c  $\frac{3}{4}$     d  $\frac{4}{4}$     e not given.....29 11 11 11 11 11
- 30 Bob's parents are planning to buy a new freezing cabinet. The storage space in the cabinet is 2 feet by 3 feet by  $2\frac{1}{2}$  feet. How many cubic feet is that? f g h i j  
f 6    g  $7\frac{1}{2}$     h 12    i 14    j not given...30 11 11 11 11 11



TEST 1 *Arithmetic Reasoning* PART II

4

**DIRECTIONS:** The answers to these examples can be thought out without doing any figuring on paper. You are to think out the answer and mark the answer space that is lettered the same as your choice.

31 Which of these numbers is the largest?

a 401    b 98    c 357    d 199 .....31



32 Which of these figures is a square? .....32

33 A foot is how many inches?

a 6    b 12    c 18    d 36 .....33

34 Which of these indicates temperature?

e °    f lb.    g ''    h ' .....34

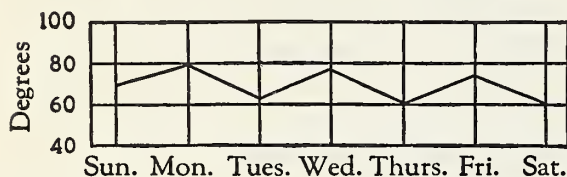


35 What part of this circle is black?

a  $\frac{1}{3}$     b  $\frac{2}{3}$     c  $\frac{1}{2}$     d  $\frac{2}{5}$  .....35

36 The doorknob in your room is about how many inches from the floor?

e 3    f 12    g 24    h 36 .....36



37 This chart tells how hot it was one week.  
On which day was it hottest?

a Sun.    b Mon.    c Wed.    d Thurs. ....37

38 Which of these is the largest?

e  $\frac{1}{10}$     f  $\frac{1}{40}$     g  $\frac{1}{50}$     h  $\frac{1}{20}$  .....38

39 In the number 34,765, the 4 represents how many units?

a 4    b 40    c 400    d 4000 .....39

40 The value of the Roman numeral XVI is —

e 14    f 16    g 21    h 26 .....40

41 What is the lowest common denominator for  $\frac{1}{6}$  and  $\frac{1}{8}$ ?

a 6    b 14    c 24    d 48 .....41

42  $2\frac{1}{2} =$

e 2.50    f  $2.00\frac{1}{2}$     g  $.2\frac{1}{2}$     h  $.002\frac{1}{2}$  .....42

43 Without working the examples, choose the one in which the quotient will be largest:

a  $382\overline{)1812}$     b  $383\overline{)1812}$     c  $381\overline{)1812}$     d  $379\overline{)1812}$  .....43

44 How much is half of a million?

e 1000    f 5000    g 50,000    h 500,000 .....44

45 In the number 35,165, the first 5 represents how many times as many units as the last 5?

a 10    b 100    c 1000    d 10,000 .....45

Stop.

No. right	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Gr. score	17	19	22	24	26	29	32	33	34	36	37	38	39	40	41	42	43	44	44	45	46	47	48	49	50	51	52	53	55	56	59	61	63	65	67	69	72	74	77	81	84	90	96	102	107



TEST 2 *Arithmetic Computation* (Continued)

6

14 Multiply  $\begin{array}{r} 86 \\ 61 \end{array}$   $f$  147  $g$  486  $h$  5146  $i$  5246  $j$  not given . . . . . 14  $f$   $g$   $h$   $i$   $j$

15  $3 \times \frac{2}{9} =$   $a$   $\frac{2}{3}$   $b$   $1\frac{1}{2}$   $c$   $3\frac{2}{9}$   $d$  6  $e$  not given . . . . . 15  $a$   $b$   $c$   $d$   $e$

16  $3 \div \frac{1}{5} =$   $f$   $\frac{1}{15}$   $g$   $\frac{3}{5}$   $h$   $3\frac{1}{5}$   $i$  15  $j$  not given . . . . . 16  $f$   $g$   $h$   $i$   $j$

17 Add  $\begin{array}{r} 656.45 \\ 789.98 \\ 49.66 \end{array}$   $a$  1486.09  $b$  1495.09  $c$  1495.99  $d$  1496.09  $e$  not given . . . . . 17  $a$   $b$   $c$   $d$   $e$

18 Subtract  $\begin{array}{r} 17,613 \\ 9,679 \end{array}$   $f$  7934  $g$  8034  $h$  8044  $i$  8074  $j$  not given . . . . . 18  $f$   $g$   $h$   $i$   $j$

19  $13 \overline{)416}$   $a$   $30\frac{3}{13}$   $b$  32  $c$   $32\frac{10}{13}$   $d$   $39\frac{9}{13}$   $e$  not given . . . . . 19  $a$   $b$   $c$   $d$   $e$

20 Subtract  $\begin{array}{r} 996,092 \\ 597,356 \end{array}$   $f$  398,736  $g$  400,636  $h$  400,736  $i$  409,336  $j$  not given . . . . . 20  $f$   $g$   $h$   $i$   $j$

21 Multiply  $\begin{array}{r} 704 \\ 308 \end{array}$   $a$  26,752  $b$  216,832  $c$  223,872  $d$  226,102  $e$  not given . . . . . 21  $a$   $b$   $c$   $d$   $e$

22  $42 \overline{)1428}$   $f$  34  $g$  36  $h$   $36\frac{8}{21}$   $i$   $36\frac{13}{21}$   $j$  not given . . . . . 22  $f$   $g$   $h$   $i$   $j$

23 Add  $\begin{array}{r} 7\frac{1}{4} \\ 2\frac{7}{8} \end{array}$   $a$   $9\frac{1}{8}$   $b$   $9\frac{2}{3}$   $c$  10  $d$   $10\frac{1}{8}$   $e$  not given . . . . . 23  $a$   $b$   $c$   $d$   $e$

24  $\frac{2}{3} \times 5 =$   $f$  3  $g$   $3\frac{1}{3}$   $h$   $7\frac{1}{2}$   $i$  10  $j$  not given . . . . . 24  $f$   $g$   $h$   $i$   $j$

25 Multiply  $\begin{array}{r} 403 \\ 20 \end{array}$   $a$  806  $b$  860  $c$  8060  $d$  8260  $e$  not given . . . . . 25  $a$   $b$   $c$   $d$   $e$

26 Subtract  $\begin{array}{r} 7\frac{1}{6} \\ 3\frac{3}{8} \end{array}$   $f$   $3\frac{5}{24}$   $g$   $3\frac{13}{24}$   $h$   $3\frac{19}{24}$   $i$   $4\frac{1}{2}$   $j$  not given . . . . . 26  $f$   $g$   $h$   $i$   $j$

Cars Sold by Mr. Jones

1952	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1951	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1950	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1949	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1948	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1947	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Each ☐ represents 5 cars sold by Mr. Jones.

27 In which year did Mr. Jones sell the most cars?  $a$  1948  $b$  1950  $c$  1951  $d$  1952  $e$  not given . . . . . 27  $a$   $b$   $c$   $d$   $e$

28 In which year did Mr. Jones sell just 25 cars?  $f$  1947  $g$  1948  $h$  1951  $i$  1952  $j$  not given . . . . . 28  $f$   $g$   $h$   $i$   $j$

29  $\frac{4}{7} \times \frac{2}{3} =$   $a$   $\frac{2}{7}$   $b$   $\frac{8}{21}$   $c$   $\frac{3}{5}$   $d$   $1\frac{1}{7}$   $e$  not given . . . . . 29  $a$   $b$   $c$   $d$   $e$



TEST 2 *Arithmetic Computation* (Continued)

7

30 Multiply  $\begin{array}{r} 2.2 \\ 1.1 \end{array}$   $f$  .0242  $g$  .242  $h$  2.42  $i$  242  $j$  not given . . . 30  $f$   $g$   $h$   $i$   $j$

31  $\frac{2}{3} \div \frac{1}{6} =$   $a$   $\frac{1}{9}$   $b$   $\frac{1}{4}$   $c$   $\frac{1}{3}$   $d$  4  $e$  not given . . . 31  $a$   $b$   $c$   $d$   $e$

32  $5\overline{)25.55} =$   $f$  .0511  $g$  .511  $h$  5.11  $i$  511  $j$  not given . . . 32  $f$   $g$   $h$   $i$   $j$

33 Add  $\begin{array}{r} \frac{4}{5} \\ \frac{3}{4} \end{array}$   $a$   $\frac{4}{9}$   $b$   $\frac{7}{9}$   $c$   $1\frac{2}{5}$   $d$   $1\frac{3}{4}$   $e$  not given . . . 33  $a$   $b$   $c$   $d$   $e$

34 Subtract  $\begin{array}{r} 3 \text{ hr. } 10 \text{ min.} \\ 30 \text{ min.} \end{array}$   $f$  2 hr. 20 min.  $g$  2 hr. 30 min.  $h$  3 hr. 20 min.  $f$   $g$   $h$   $i$   $j$   
 $i$  3 hr. 40 min.  $j$  not given . . . 34  $f$   $g$   $h$   $i$   $j$

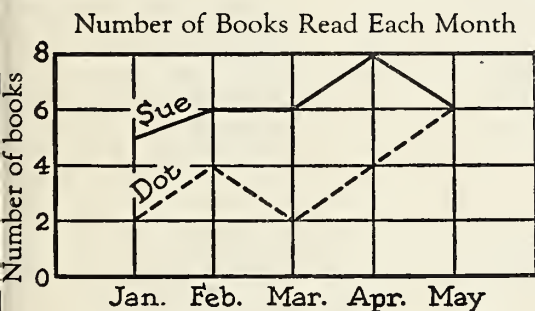
35 Subtract  $\begin{array}{r} \frac{7}{10} \\ \frac{2}{8} \end{array}$   $a$   $\frac{5}{18}$   $b$   $\frac{9}{20}$   $c$   $\frac{1}{2}$   $d$   $\frac{19}{20}$   $e$  not given . . . 35  $a$   $b$   $c$   $d$   $e$

36  $4\overline{)1.64} =$   $f$  .041  $g$  .41  $h$  4.1  $i$  41  $j$  not given . . . 36  $f$   $g$   $h$   $i$   $j$

37  $5\overline{)4025}$   $a$  85  $b$  805  $c$  825  $d$  850  $e$  not given . . . 37  $a$   $b$   $c$   $d$   $e$

38  $.5 \times .07 =$   $f$  .035  $g$  .35  $h$  3.50  $i$  35  $j$  not given . . . 38  $f$   $g$   $h$   $i$   $j$

39  $2\frac{1}{4} \div 3 =$   $a$   $\frac{3}{4}$   $b$   $1\frac{1}{3}$   $c$  3  $d$   $6\frac{3}{4}$   $e$  not given . . . 39  $a$   $b$   $c$   $d$   $e$



40 In March, how many more books did Sue read than Dot read?  
 $f$  1  $g$  2  $h$  4  $i$  6  $j$  not given . . . 40  $f$   $g$   $h$   $i$   $j$

41 How many books did Dot read in all five months?  
 $a$  2  $b$  6  $c$  9  $d$  16  $e$  not given . . . 41  $a$   $b$   $c$   $d$   $e$

42 Add  $\begin{array}{r} 3 \text{ gal. } 3 \text{ qt.} \\ 2 \text{ gal. } 3 \text{ qt.} \end{array}$   $f$  5 gal. 3 qt.  $g$  6 gal.  $h$  6 gal. 2 qt.  $i$  8 gal.  $f$   $g$   $h$   $i$   $j$   
 $j$  not given . . . 42  $f$   $g$   $h$   $i$   $j$

43 20% of \$75 =  $a$  \$3  $\frac{3}{4}$   $b$  \$15  $c$  \$95  $d$  \$150  $e$  not given . . . 43  $a$   $b$   $c$   $d$   $e$

44  $5\overline{).020}$   $f$  .004  $g$  .04  $h$  .4  $i$  4  $j$  not given . . . 44  $f$   $g$   $h$   $i$   $j$

45 Find the average  $\begin{array}{l} 16 \text{ ft.} \\ 10 \text{ ft.} \\ 12 \text{ ft.} \\ 14 \text{ ft.} \end{array}$   $a$  13 ft.  $b$  15 ft.  $c$  42 ft.  $d$  52 ft.  $e$  not given . . . 45  $a$   $b$   $c$   $d$   $e$

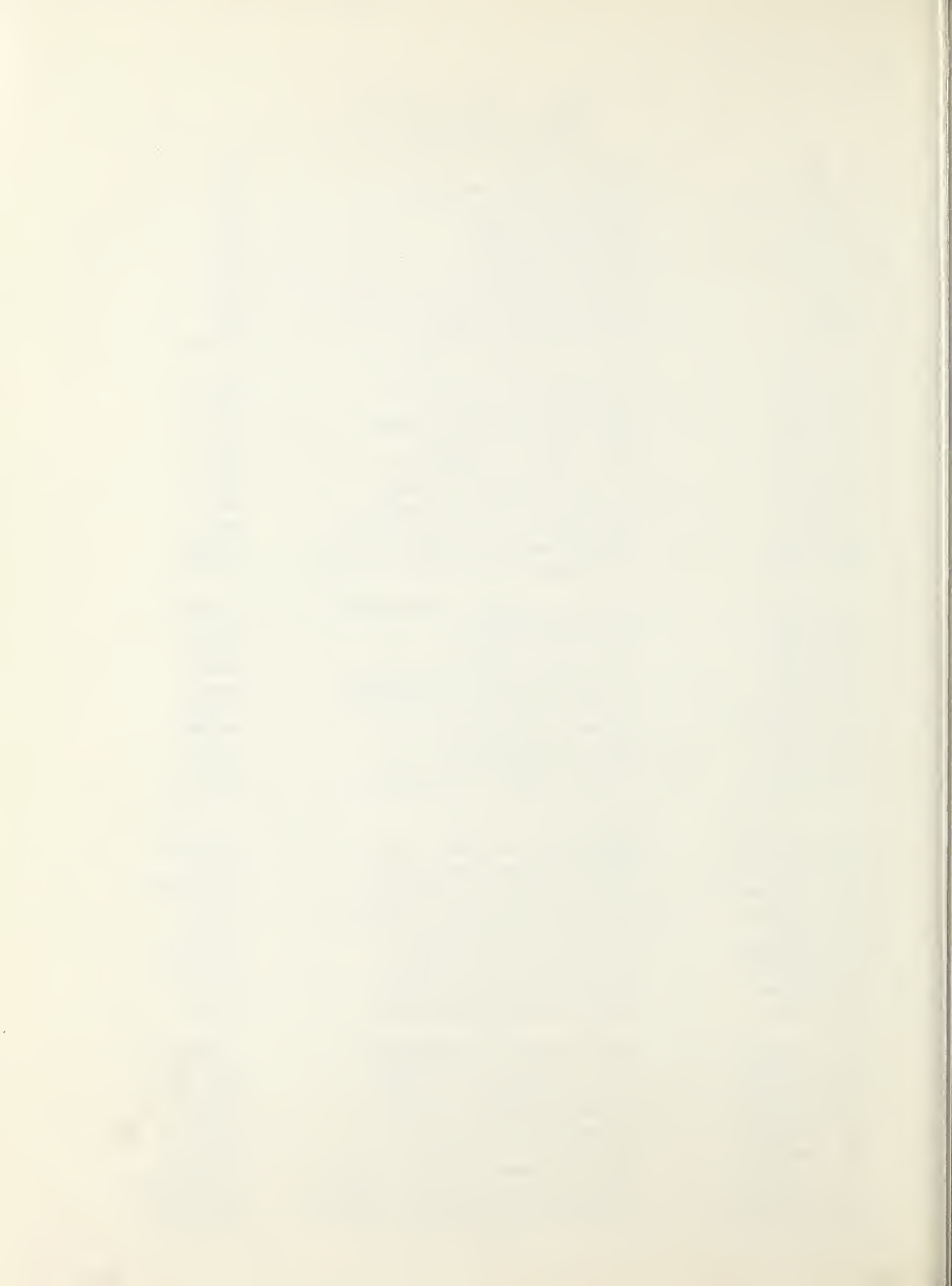
Stop.





EDMONTON SEPARATE SCHOOLS  
SPELLING TEST TWO

1. can	I can play ball.	can
2. top	The bottle top came off.	top
3. old	Our car is old.	old
4. book	I dropped my book.	book
5. ice	I like ice cream.	ice
6. play	We play football.	play
7. his	His hair is blonde.	his
8. led	She led the way down the hill.	led
9. far	How far can you ride?	far
10. alike	These pen nibs are alike.	alike
11. glad	I am glad to see the snow.	glad
12. with	May I come with you?	with
13. night	The woods are dark at night.	night
14. shut	Please shut the window.	shut
15. within	Keep within the racetrack	within
16. body	It is a large body of water.	body
17. money	My father has lots of money.	money
18. omit	Please omit the first paragraph.	omit
19. change	I can't change a dollar bill.	change
20. reason	Do you have a reason for staying?	reason
21. struck	The lightning struck the house.	struck
22. friend	Mary was my friend.	friend
23. address	I lost her address.	address
24. nearly	He is nearly six feet tall.	nearly
25. known	I should have known the answer.	known
26. arrange	Did you arrange to meet them?	arrange
27. perhaps	Perhaps the rain will stop.	perhaps
28. search	Search for survivors.	search
29. against	She fell against the rocks.	against
30. interest	Do movies hold your interest?	interest
31. investigate	Should we investigate?	investigate
32. therefore	Therefore, I am late.	therefore
33. really	Will the machine really work?	really
34. celebration	The city held a celebration.	celebration
35. business	He is in the insurance business.	business
36. divide	Divide the candy among you.	divide
37. elaborate	She wears elaborate hats.	elaborate
38. height	He is six feet in height.	height
39. evidence	There was evidence of work.	evidence
40. career	She wants a nursing career.	career
41. character	Good character is important.	character
42. separate	I go to a separate school.	separate
43. especially	He is especially good today.	especially
44. annual	We had our annual picnic.	annual
45. decision	He makes a decision quickly.	decision
46. immense	That mountain is immense.	immense
47. recommend	Can you recommend a good store?	recommend
48. acquaintance	Mary is an acquaintance of mine.	acquaintance
49. privilege	We asked for a special privilege.	privilege
50. lieutenant	He is an army lieutenant.	lieutenant



EDMONTON SEPARATE SCHOOLS

LANGUAGE TEST---FORM II

Name of Pupil\_\_\_\_\_

Score\_\_\_\_\_

Value--100 marks

- (15) 1. Punctuate the following sentences correctly. ( $\frac{1}{2}$  mark each)

Example: Mother may I go  
Mother, may I go?

- (a) Isnt it raining outside
- (b) Spring summer autumn and winter are the four seasons of the year.
- (c) The rodeo began on July 21 1961
- (d) On our camping trip we took these items pots pans tent food.
- (e) The train departed at 7 15 P M on Tuesday.
- (f) The childs plaintive cry seemed to say Help help
- (g) Day in and day out the mailman made his rounds and everyday Henrys box was left empty
- (h) Why demanded Mother sternly have you tampered with my vacuum cleaner

- (10) 2. Draw rings around the letters that should be capitals. ( $\frac{1}{2}$  mark each)

Example: @oday is @onday.

- (a) Last tuesday I had to take my doll to the doll doctor. She had been run over by a car, a big black ford. I asked dr. brown if susie were badly hurt. He said, "the doll will be as good as new."
- (b) This summer we took a trip east. We flew by trans canada airways, from Calgary, Alberta to Toronto, Ontario. From there, we motored to the united states for one week.
- (c) There are many indian boarding schools in british columbia. Many of them are very old, having been founded by the early missionaries. There, the Indian children are taught the fundamental principles of canadian living.
- (d) John is a roman catholic. He prays to God, the father almighty.

- (15) 3. Draw a line under the correct word found in parentheses.

Example: Mary (seen, saw) the bird.

- (a) Soon it will be (to, too) late.
- (b) They have (saw, seen) a gray donkey.

- (c) Those are (their, there) books.
- (d) They (did, done) their writing.
- (e) He hasn't (any, no) books.
- (f) (Don't, Doesn't) he know that man?
- (g) She was (chosen, choose) queen.
- (h) My father owns (these, those) two houses over there.
- (i) He divided the candy (between, among) the six children.
- (j) He has already (began, begun) to write.
- (k) She (sat, set) the dish on the table.
- (l) We have (took, taken) our books along.
- (m) She (lay, laid) the knife on the table.
- (n) (Whom, Who) did you call?
- (o) If you were (I, me) would you do it?

- (8) 4. Underline the word which is not spelled correctly. Write it correctly in the space provided.

Example:    set        say        saw        siad                    said

- |                |          |           |           |           |
|----------------|----------|-----------|-----------|-----------|
| (a) your       | youre    | you'll    | yours     | (a) _____ |
| (b) crys       | dries    | toys      | wives     | (b) _____ |
| (c) pansies    | vallies  | donkeys   | files     | (c) _____ |
| (d) watches    | boys     | calfs     | rafts     | (d) _____ |
| (e) moose      | trouts   | deer      | caribou   | (e) _____ |
| (f) heros      | tomatoes | zeros     | radios    | (f) _____ |
| (g) piece      | receipt  | veil      | recieving | (g) _____ |
| (h) noticeable | noticed  | noticeing | notices   | (h) _____ |

- (10) 5. Your name is Gerry Smith. You live in Edmonton at 11943- 91 Avenue. You would like your friend Frank (Frankie) Baker who lives at Leduc to spend the first week of July with you. Write a letter asking your friend if he or she can come. The body of your letter should contain three sentences. After you have written your letter draw a circle around the heading and a box around the signature.

[illegible]

- (10) 6. In the space provided tell what part of speech the underlined word is.

Example: I drink milk.

verb

- (a) Ability is a poor man's wealth. (a) \_\_\_\_\_
- (b) Absence makes the heart grow fonder. (b) \_\_\_\_\_
- (c) Go slowly. (c) \_\_\_\_\_
- (d) Look before you leap. (d) \_\_\_\_\_
- (e) He did it without thinking. (e) \_\_\_\_\_
- (f) Both of the boys are coming. (f) \_\_\_\_\_
- (g) He likes beans, peas and cabbage. (g) \_\_\_\_\_
- (h) Mr. Smith, who lives across the street is ill. (h) \_\_\_\_\_
- (i) Ability involves responsibility. (i) \_\_\_\_\_
- (j) O, Absalom! how could you? (j) \_\_\_\_\_



- (6) 7. (a) Underline the complete subject and in the space provided write the simple subject.  
Example: The leaves are green in summer. leaves  
Into the roaring rapids the small boat lurched. \_\_\_\_\_
- (b) Underline the complete predicate and in the space provided write the simple predicate.  
Everywhere Linda had searched for the lost purse. \_\_\_\_\_
- (c) Underline the complete object and in the space provided write the simple object.  
Andrew bit his tongue to keep back the tears. \_\_\_\_\_
- (5) 8. In the space after each sentence name the tense of the verb in the sentence.
- (1) John will build a model ship. \_\_\_\_\_
- (2) Dick opened the window. \_\_\_\_\_
- (3) I did my homework. \_\_\_\_\_
- (4) We shop down town. \_\_\_\_\_
- (5) We will arrive home on Wednesday. \_\_\_\_\_
- (6) 9. Underline the correct ending and place the letter of that ending in the space provided.
- Example: A word that takes the place of a noun is called  
(a) an adverb (b) a pronoun (c) a verb b
- (1) Which of the following might be a proper adjective?  
(a) Canadian (b) Brown (c) good \_\_\_\_\_
- (2) An adverb which answers the question when or how is called an adverb of (a) place (b) time (c) manner \_\_\_\_\_
- (3) The word "herd" is called (a) an adjective  
(b) a proper noun (c) a collective noun \_\_\_\_\_
- (4) The gender of a noun such as "crowd" would be  
(a) masculine (b) feminine (c) neuter \_\_\_\_\_
- (5) In the sentence "Jane tore her skirt" the verb "tore" is in (a) active voice (b) passive voice \_\_\_\_\_
- (6) The verb in the following list which is irregular is (a) walk (b) run (c) open \_\_\_\_\_

- (10) 10. Underline the correct ending and place the letter of that ending in the space provided.  
Example: A group of words expressing a complete thought \_\_\_\_\_ b  
is called a (a) paragraph (b) sentence (c) book)
- (1) The number of parts in a friendly letter is \_\_\_\_\_  
(a) five (b) nine (c) two
- (2) A sentence that gives a command is called a \_\_\_\_\_  
(a) demanding sentence (b) telling sentence  
(c) asking sentence
- (3) The group of words, "Before the moon rose over the dusky hills" (a) is a sentence (b) is not a sentence  
(c) is an exclamation \_\_\_\_\_
- (4) Another name for words that sound alike but have different meanings is (a) synonym (b) homonym (c) antonym \_\_\_\_\_
- (5) The sentence "Come here at once!" is (1) declarative  
(b) interrogative (c) imperative \_\_\_\_\_
- (6) In the sentence "He lives in the country.", the phrase "in the country" would be (1) a noun phrase  
(b) an adjective phrase (c) an adverb phrase \_\_\_\_\_
- (7) The exact words of the speaker are called  
(a) indirect quotation (b) direct quotation  
(c) direct address
- (8) The sentence "When I saw him coming, I turned to the left." is (a) a simple sentence (b) a compound sentence  
(c) a complex sentence \_\_\_\_\_
- (9) A term which expresses number is (a) tense (b) plural  
(c) colon \_\_\_\_\_
- (10) In the following sentence "Ted has John's car." the underlined word is in the (a) objective case  
(b) nominative case (c) possessive case \_\_\_\_\_
- (5) 11. These are a number of items concerning grammar in general. In the blank to the right place the correct answer.
- (1) What is the object of the preposition in the following sentence?  
The man for whom he worked paid him well. \_\_\_\_\_
- (2) What is the past participle of the verb "go"? \_\_\_\_\_
- (3) What is the subject of the verb in this sentence?  
Where are the boys? \_\_\_\_\_
- (4) What is the indirect object in this sentence?  
He showed me the way on the map. \_\_\_\_\_
- (5) What is the nominative case of the pronoun "us"? \_\_\_\_\_



EDMONTON SEPARATE SCHOOLS

ELEMENTARY SCIENCE--FORM II

Values

- (7) 1. Circle the answer that best completes each statement.
- (a) The sun rises in the east and sets in the (north, south, east, west).
  - (b) A thermometer tells us the (time, temperature, wind, pressure).
  - (c) The enemy of the forest which everyone can help to control is (fire, wind, rain, birds).
  - (d) A fish can live in the water because it has (fins, gills, lungs, scales).
  - (e) A Flashlight gets its electricity from (the bulb, the batteries, your hand, the sun).
  - (f) A mountain that boils up hot, fiery, melted rock is called a (geyser, hill, volcano, earthquake).
  - (g) Pasteurization makes our milk free of (weeds, butterfat, cream, germs).
- (7) 2. Fill in the blanks.
- (a) Stars differ in brightness and\_\_\_\_\_.
  - (b) The\_\_\_\_\_ gives us light and heat.
  - (c) Most birds build\_\_\_\_\_.
  - (d) Spring is one of the four\_\_\_\_\_ of the year.
  - (e) Baby frogs are called\_\_\_\_\_.
  - (f) A nutcracker is a kind of\_\_\_\_\_.
  - (g) A magnet has\_\_\_\_\_ poles.
- (5) 3. Matching--In front of each sentence write the number of the word at the right which best completes the sentence.
- |  |             |
|--|-------------|
| ____(a) The part of the plant that takes water out of the soil | 1. giraffe  |
| ____(b) The numerals on a thermometer show                     | 2. wind     |
| ____(c) Moving air is called                                   | 3. leaves   |
| ____(d) The tallest animal in the world                        | 4. clay     |
| ____(e) A type of soil which is sticky when it is wet          | 5. roots    |
|  | 6. sand     |
|  | 7. degrees  |
|  | 8. elephant |
|  | 9. moisture |

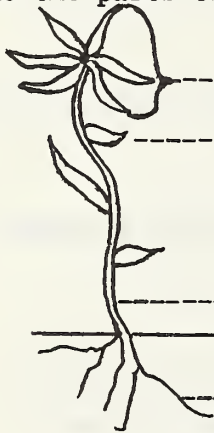


Values

- (1) 4. Complete the diagram below to show how the wires should be connected to make the light go on.



- (4) 5. Name the parts of the plant.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

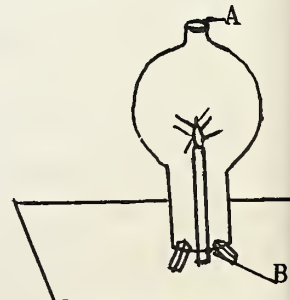
6. If you place a jar over the candle so that the jar goes down into the water what will happen?



- (1) (a) The candle flame \_\_\_\_\_
- (1) (b) The water in the dish \_\_\_\_\_
- (2) (c) because \_\_\_\_\_

7. Here is a burning candle inside a lamp chimney.

- (1) (a) Does air leave the lamp chimney at A or at B? \_\_\_\_\_
- (2) (b) Why \_\_\_\_\_





Values

- (4) 8. (a) These sentences tell about an experiment. Number them in the correct order. (1,2,3,4)

\_\_\_\_\_ They placed the plants in the sunlight and watched them for several days.

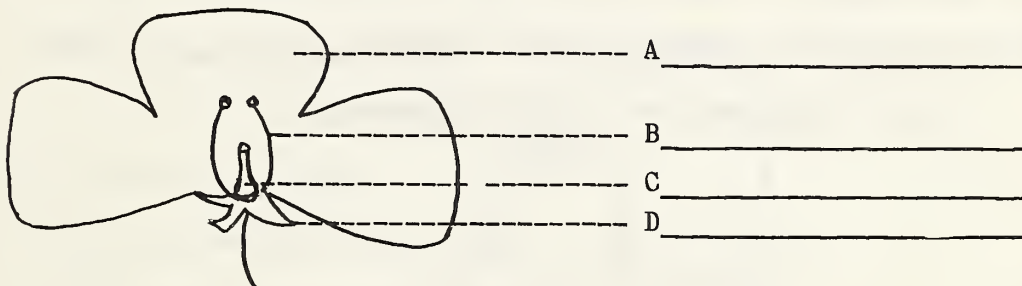
\_\_\_\_\_ They turned one of the plants half way around and watched them for several days.

\_\_\_\_\_ The children wanted to find out if the leaves of a plant would turn towards the light.

\_\_\_\_\_ They brought two plants to school.

- (2) (b) What do you think the children found out? \_\_\_\_\_

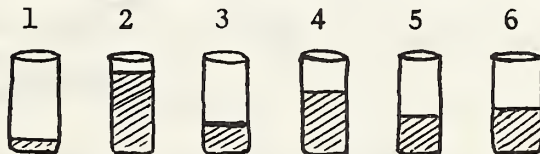
- (4) 9. Label the parts of the flower.



- (2) 10. Each glass has water in it to the height indicated. On being struck:

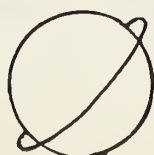
(a) Which one gives off the highest pitched sound? \_\_\_\_\_

(b) Which one gives off the lowest pitched sound? \_\_\_\_\_



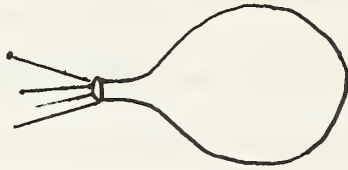
- (1) 11. Draw a bar magnet and label the poles.

- (1) 12. The name of this planet is \_\_\_\_\_.

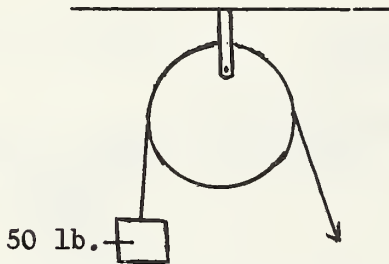


Values

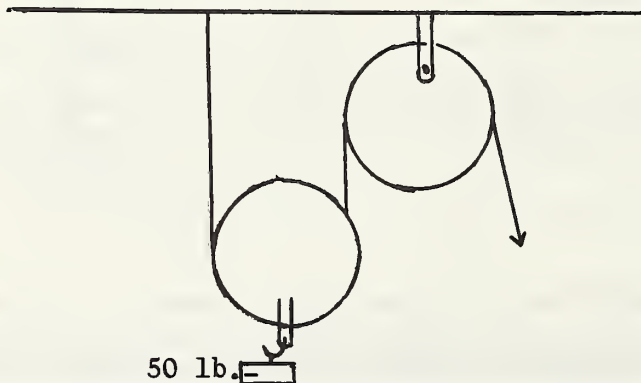
- (1) 13. This balloon with air escaping from the open end forcing the balloon in the opposite direction best describes the principle of the (balloon, airplane, jet, helicopter).



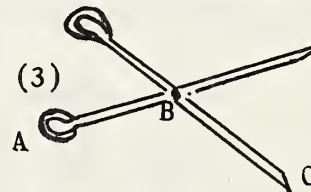
- (1) 14. To lift the 50 lb. weight the force must be \_\_\_\_\_ lb.



- (1) 15. To lift the 50 lb. weight the force must be \_\_\_\_\_ lb.



- (3) 16. Circle the letter which represents the fulcrum in the following levers.



- (1) 17. Finish the diagram showing how the image of the candle would appear on the screen.



candle



lens



screen

Values

(8) 18. Underline the answer that best completes each statement.

- (a) To do work, a person must have (a horse, a machine, a plant, energy).
- (b) An amphibian is (cold-blooded, warm-blooded, black-blooded, white-blooded).
- (c) Out of buds come (seeds, fruit, leaves, insects).
- (d) The sun and all the planets, moons and comets that travel around it are called (a galaxy, the universe, the solar system, the milky way).
- (e) An instrument that is used to study very small objects is a (telescope, microscope, barometer, thermometer).
- (f) The earth rotates on its axis once every (hour, day, week, year).
- (g) Electricity will flow through (copper, plastic, rubber, sulphur).
- (h) The branch of science which deals with the earth and what it is made of is called (Biology, Geology, Astronomy, Physics).

(8) 19. Fill in the blanks.

- (a) Ferns grow from\_\_\_\_\_.
- (b) Dry cell batteries provide\_\_\_\_\_ energy.
- (c) The path of a planet as it travels around the sun is called an\_\_\_\_\_.
- (d) To\_\_\_\_\_ means to stay asleep all winter.
- (e) When matter is heated, it will\_\_\_\_\_.
- (f) Light travels in\_\_\_\_\_ lines.
- (g) Things will not burn, unless\_\_\_\_\_ is present.
- (h) A plant or animal that lives on another living thing, taking its food from the thing it lives on is called a\_\_\_\_\_.

(10) 20. Complete these sentences by underlining one of the words.

- (a) A compass needle points (north, east, west).
- (b) Like poles of a magnet (attract, draw, repel) each other.

Values

- (c) Objects which weigh less than the water which they displace will (float, break, sink).
- (d) Mushrooms grow from (seeds, spores, slips).
- (e) Lightning is a form of (current, static, magnetic) electricity.
- (f) Molecules are (large, thick, small) particles of a substance.
- (g) The first day of spring is (March 21, April 21, May 21).
- (h) Water (expands, condenses, contracts) when it freezes.
- (i) The earth's only permanent satellite is (Mercury, Polaris, the Moon).
- (j) A plant commonly used in the manufacture of clothing is (wheat, oats, flax).

(10) 21. Matching—In front of each sentence write the number of the word at the right which best completes the sentence.

- |   |                   |
|---|-------------------|
| ____(a) A car engine uses this for energy.                            | 1. vertebrae      |
| ____(b) Organisms which cause many diseases                           | 2. bacteria       |
| ____(c) The part of the soil that is made up of decayed plants.       | 3. carbon dioxide |
| ____(d) A gas that makes up about 1/5 of the air                      | 4. cloud          |
| ____(e) A point on which something turns                              | 5. condense       |
| ____(f) An animal with a long row of bones along the back of the body | 6. evaporate      |
| ____(g) A material through which electricity will not flow            | 7. gasoline       |
| ____(h) A plant that is often seen growing on food                    | 8. humus          |
| ____(i) To change from a gas to a liquid                              | 9. insulator      |
| ____(j) The highness or lowness of a sound                            | 10. lever         |
|   | 11. mould         |
|   | 12. oil           |
|   | 13. oxygen        |
|   | 14. pitch         |
|   | 15. pivot         |
|   | 16. sand          |
|   | 17. conductor     |
|   | 18. intensity     |

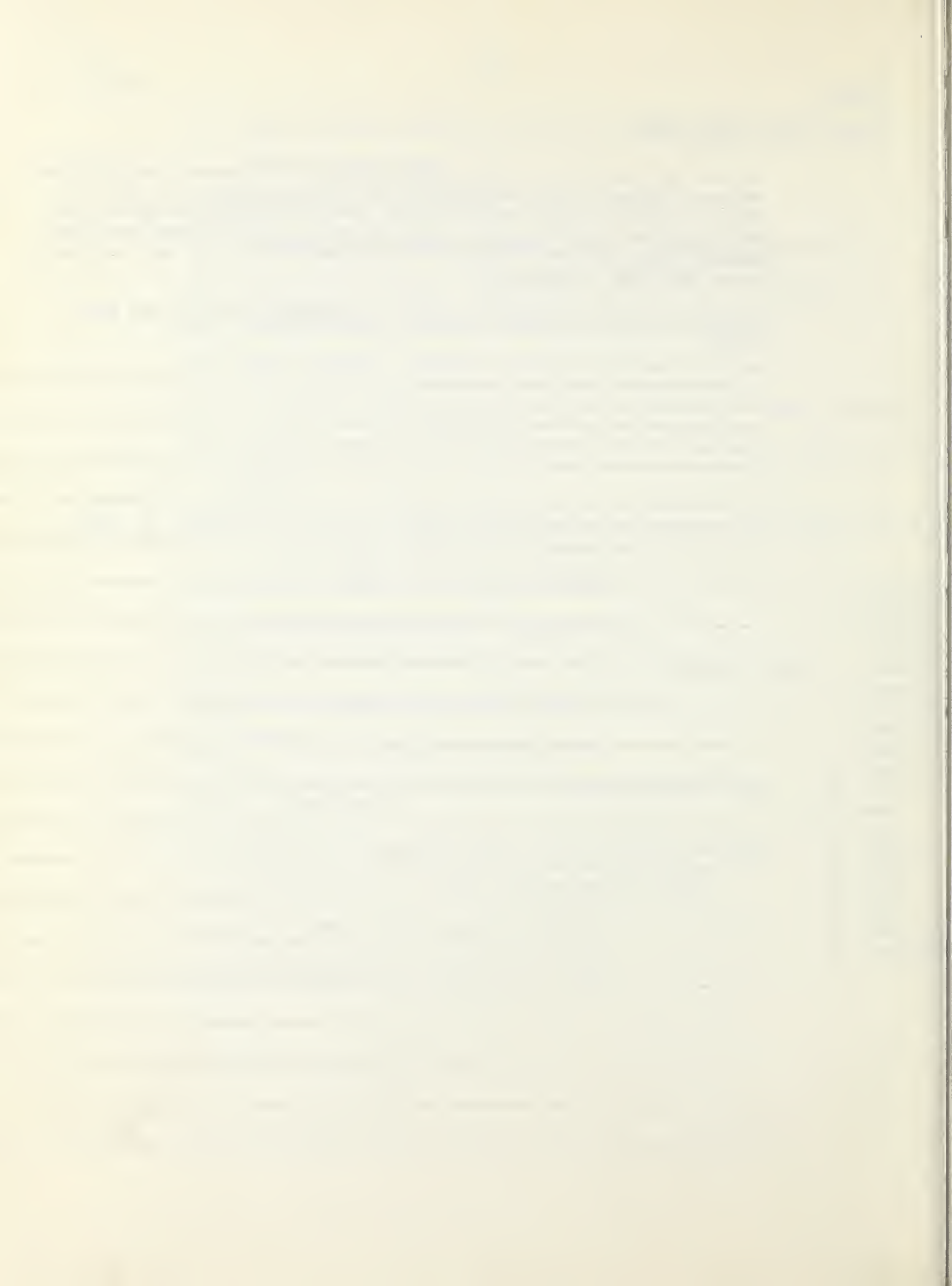
## Values

(11) 22. An Experiment

We wish to find out if a liquid expands when it is heated. We will place an equal amount of cold colored water in two test tubes. We will use a bunsen burner and heat one of the test tubes containing the water. We will hold the test tube with a clamp so that we will not burn ourselves. When we place the test tubes side by side again we notice that the heated water has risen in the tube.

Write the above information in correct experimental form in the space below.





## EDMONTON SEPARATE SCHOOLS

SCORE

SOCIAL STUDIES SURVEY TEST

Possible	Pupil

I. Complete the following statements by underlining the answer which BEST completes the thought. (VALUE 15)

1. The Prime Meridian passes through
  - a. 100 degrees longitude
  - b. Greenwich, England
  - c. 0 degrees latitude
2. Islands are
  - a. bigger than continents
  - b. smaller than continents
  - c. the same size as continents
3. A gulf is
  - a. always surrounded by land
  - b. another name for a strait
  - c. a portion of an ocean or sea
4. The Great Lakes are important because
  - a. they carry much freight
  - b. they are surrounded by land
  - c. they contain many salt water fish
5. The international date line passes through
  - a. 90 degrees longitude
  - b. 0 degrees longitude
  - c. 180 degrees longitude
6. The number of time zones on the earth is
  - a. 12    b. 6    c. 24
7. The North Frigid Zone is that part of the earth
  - a. north of approximately 65 degrees North latitude
  - b. north of approximately 100 degrees North latitude
  - c. north of approximately 25 degrees North latitude
8. The tropic of Cancer is
  - a. north of the equator
  - b. south of the equator
  - c. always the warmest part of the earth
9. A township of land is smaller than
  - a. an acre
  - b. a range
  - c. a section
10. Day and night is caused by
  - a. the spinning of the earth on its axis
  - b. the movement of the earth around the sun
  - c. the tilt of the earth on its axis
11. When we travel to Vancouver
  - a. we put our watches ahead an hour
  - b. we put our watches back an hour
  - c. we do not change the time of our watches
12. A "great circle" represents
  - a. the distance between the poles
  - b. the distance around the earth's centre
  - c. the shortest distance between two points on the earth
13. The time of the year when the sun's rays are shining directly on the equator is:
  - a. the temperate season
  - b. December 22
  - c. the equinox
14. Lines running east and west parallel to the equator are called:
  - a. parallels of longitude
  - b. meridians of longitude
  - c. parallels of latitude
15. The earth makes one complete revolution in
  - a. one year
  - b. one day
  - c. one hour

II. On the map of the World mark in the proper place by number. (VALUE 15)

- |                           |                        |
|---------------------------|------------------------|
| 1. The Amazon River       | 11. Japan              |
| 2. England                | 12. Spain              |
| 3. The East Indies        | 13. The Sahara Desert  |
| 4. New Zealand            | 14. The Andes Mountain |
| 5. Iceland                | 15. Edmonton           |
| 6. The Indian Ocean       | 16. Moscow             |
| 7. The North Sea          | 17. India              |
| 8. The St. Lawrence River | 18. Rome               |
| 9. New York               | 19. The Nile River     |
| 10. Cuba                  | 20. The Alps Mountains |

III. Fill in the blanks. (VALUE 5)

1. The prime minister of Canada is \_\_\_\_\_.
2. The premier of Alberta is \_\_\_\_\_.
3. The mayor of Edmonton is \_\_\_\_\_.
4. The population of Edmonton is approximately \_\_\_\_\_.
5. The Canadian parliament meets in \_\_\_\_\_.

IV. Name five of the world's largest seas not including the North Sea. (VALUE 5)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

V. List the continents in order of size. (VALUE 7 + 3)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
6. \_\_\_\_\_ 7. \_\_\_\_\_

VI. For each of the following questions, several answers are given. Choose the ONE answer you think is correct, then fill in the space at the right with the letter of the answer you chose. (VALUE 10)

1. The first explorer to sail up the St. Lawrence River was:

a. Champlain                      b. Cartier                      c. La Verendrye                      \_\_\_\_\_

2. Which of the following factors helped most to bring about the discovery of America?
- a. desire for more land
  - b. desire to gain the wealth of the Orient
  - c. desire to begin the fur trade
  - d. desire for adventure
  - e. desire to find a new continent.
3. In 1608, Samual de Champlain founded a colony at
- a. Port Royal
  - b. Quebec
  - c. Halifax
4. La Verendrye was a fur trader interested in exploration. His main concern was the search for:
- a. more beaver pelts
  - b. a lost tribe of Indians
  - c. a highway to Montreal
  - d. the source of the Red River
  - e. the Western Sea
5. The explorations of Champlain centered chiefly around:
- a. Newfoundland
  - b. the Red River
  - c. Lake Ontario
  - d. Lake Michigan
  - e. Hudson's Bay
6. The French name for the land we call the Maritime Provinces was:
- a. Acadia
  - b. Canada
  - c. Quebec
7. Radisson and Groseilliers received help for their fur trading expéditions from:
- a. the governor of New France
  - b. the merchants of Boston
  - c. the merchants of London
8. Wolfe captured Canada for England in 1759 by defeating:
- a. Montcalm
  - b. Laval
  - c. Frontenac
9. The French settlers were called:
- a. farmers
  - b. colonists
  - c. habitants
  - d. coureurs-de-bois.
10. The largest number of United Empire Loyalists settled in what is now:
- a. Nova Scotia
  - b. British Columbia
  - c. Quebec
  - d. Ontario

VII. On the map of Canada mark in the proper place by number. (VALUE 20)

- |                        |                          |                           |
|------------------------|--------------------------|---------------------------|
| 1. Great Bear Lake     | 9. Lake Athabaska        | 17. Bay of Fundy          |
| 2. Cordillieran Region | 10. Quebec City          | 18. Lake Erie             |
| 3. Gulf of Alaska      | 11. Bow River            | 19. Queen Charlotte Isles |
| 4. Calgary             | 12. Halifax              | 20. Ottawa River          |
| 5. Toronto             | 13. Lake Winnipeg        |                           |
| 6. Hudson's Bay        | 14. Victoria             |                           |
| 7. Ottawa              | 15. Winnipeg             |                           |
| 8. Columbia River      | 16. Prince Edward Island |                           |



VIII. Complete the following statements by underlining the answer which BEST completes the thought. (VALUE 5)

1. Trees on the Pacific Coast are the largest in Canada because:
  - a. the largest sawmills in Western Canada are there.
  - b. there is a very long growing season and a great deal of moisture.
  - c. of an efficient conservation program which is being carried out there.
  - d. the Japanese Current brings warmth and rain.
2. The Prairies are dry because:
  - a. the moisture laden Westerlies drop most of their moisture on the western slopes of the Cordillera.
  - b. the Chinook winds absorb much of the moisture from the earth.
  - c. there are too few water wells drilled in this region.
  - d. the winds evaporate the moisture before it reaches the ground.
3. Most manufacturing is done in the Lowlands of the St. Lawrence because:
  - a. an abundant supply of coal is convenient and easy to bring in.
  - b. it is near raw materials which are easily transported to plants operating on cheap power.
  - c. large freighters can travel up the St. Lawrence Seaway.
  - d. people like to pay freight charges when goods are shipped west.
4. The development of Northern Canada has been slow because:
  - a. heavy vehicles can travel only when the ground is frozen.
  - b. air transport and air travel are as yet too costly.
  - c. the methods of the Eskimo are too primitive for the white man.
  - d. transportation is difficult and the climate is severe.
5. Kitimat is an important aluminum manufacturing centre because:
  - a. hydroelectric power is available—location is easily accessible by large freighters.
  - b. ocean going vessels can bring ore right to Kitimat.
  - c. the climate in that area makes it suitable for working and living.
  - d. the people of British Columbia wanted to produce an important product.

IX. For each of the following questions several answers are given. Choose the ONE answer you think is right. Fill in the space at the right with the letter of the answer of your choice. (VALUE 10)

1. Canada is regarded as a rich country because:
  - a. some people have lots of money
  - b. the Government is wealthy
  - c. Canada has many debts.
  - d. there are so many people in the country
  - e. Canada has great natural resources.

---
2. Irrigated farm lands may be found:
  - a. along the Pacific Coast of Canada
  - b. in Ontario
  - c. on the prairies.

---



3. In which one of these provinces do the greatest number of people make a living working in factories?

- a. Newfoundland      b. Quebec      c. Manitoba.

\_\_\_\_\_

4. Oil is transported from Western Canada to Ontario chiefly by:

- a. pipeline      b. railroads      c. tankers.

\_\_\_\_\_

5. Metals are mined chiefly in:

- a. New Brunswick      b. Ontario      c. Saskatchewan

\_\_\_\_\_

6. The Prime Minister of Canada is:

- a. Mr. Diefenbaker      b. Mr. Manning      c. Mr. St. Laurent.

\_\_\_\_\_

7. The province with the largest population is:

- a. British Columbia      b. Manitoba      c. Ontario.

\_\_\_\_\_

8. Canada buys more goods from:

- a. United States      b. Mexico      c. England  
d. France      e. Germany      f. Russia ....

\_\_\_\_\_

than from any other country.

9. The climate of British Columbia, Southern Ontario and Nova Scotia is suitable for growing apples because:

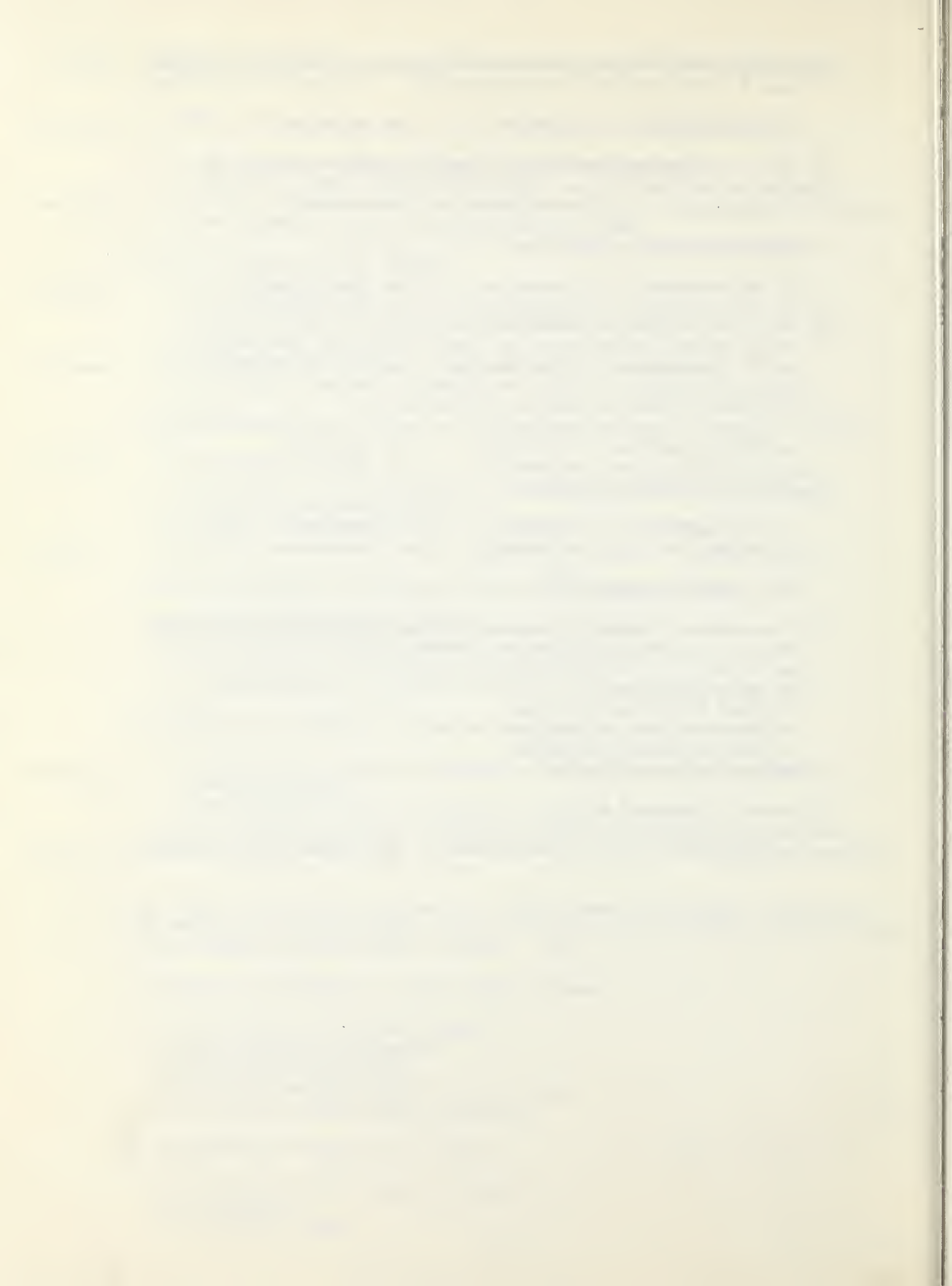
- a. the soil is good  
b. these districts are warmer  
c. they have lots of rain  
d. they are beside the ocean  
e. the frosts come earlier.

\_\_\_\_\_

10. Canada is governed by:

- a. the Queen      b. the senate      c. people who are elected.

\_\_\_\_\_



## STUDY SKILLS TEST OF INTERPRETIVE READING

This is an informal test. The pupils are given a paragraph in which a problem within their experience is written into a story. They are asked to read the paragraph, and answer certain questions. The paragraph is set to judge the student's ability to interpret what he has read in good written form. The pupils answers are evaluated on the following ten points:

- (1) Recognizes the problem.
- (2) Follows the directions.
- (3) Sound judgment used in answer.
- (4) Sequential ideas in written work.
- (5) Logical thinking pattern.
- (6) Answers show independent thinking.
- (7) Use of outside experience.
- (8) Brings problem to a logical conclusion.
- (9) English usage.
- (10) Handwriting.

### PARAGRAPH

Read the following paragraph and then follow the directions at the bottom.

Early on a summer evening you are fishing with your eight year old brother Harold, and your five year old sister Jean. Each of you has a willow branch and a string for a fishing rod. You are on the heavy planks that form the top of the pier where boats can be tied near your summer cottage at the lake. Your Mother and Father are visiting friends at the next cottage a quarter of a mile along the lake. Suddenly Jean cries. She has pushed her bare foot between the planks and she can't get it out.

What would you do?

Write a paragraph telling what you would think, what you would do, and what you expect would happen.



STUDY SKILL TEST OF INTERPRETIVE READING  
RECORD FORM

NAMES OF  
STUDENTS

Possible Score	Recognizes the Problem	Follows the Directions	Sound judgment used in answer	Sequential ideas in written work	Logical thinking in pattern	Independent thinking shown	Use of outside experience	Brings problem to logical conclusion	English usage	Handwriting	Total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_





## APPENDIX D



INDIVIDUAL RECORD SHEET

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ AGE \_\_\_\_\_

General Information

Number of books read in the past month \_\_\_\_\_

Type of books read \_\_\_\_\_

Part of newspaper pupil reads \_\_\_\_\_

Magazines pupil reads \_\_\_\_\_

Books at home---many \_\_\_\_\_ few \_\_\_\_\_

Vocabulary Check List

Grade level achieved \_\_\_\_\_

Word Recognition Observations

	<u>Vocabulary</u>	<u>Oral Reading</u>
Does not guess at unknown words	_____	_____
Does not sound out words by letters only	_____	_____
Sounds out words in syllables	_____	_____
Is able to synthesize syllables	_____	_____
Knows sounds	_____	_____
Does not reverse words	_____	_____
Uses contextual clues	_____	_____

Syllabication

Has knowledge of syllabication \_\_\_\_\_

Can apply this knowledge \_\_\_\_\_

General Reading Habits

Requires no encouragement to begin to read \_\_\_\_\_

Reads in phrases (not word by word) \_\_\_\_\_

Observes punctuation \_\_\_\_\_

Does not repeat words or phrases \_\_\_\_\_

Holds reading away from face \_\_\_\_\_

Does not use finger as pointer \_\_\_\_\_

Does not lose place frequently \_\_\_\_\_

Head movements: marked \_\_\_\_\_ slight \_\_\_\_\_

Reads in a: quiet \_\_\_\_\_ loud \_\_\_\_\_ hurried \_\_\_\_\_ mumbled \_\_\_\_\_ voice.

Enunciation: Poor \_\_\_\_\_ Average \_\_\_\_\_ Good \_\_\_\_\_.

<u>Comprehension</u>		
A--Grade III <sup>2</sup>	B--Grade IV	C--Grade V
/5	/5	/6
D--Grade VI	E--Grade VII	F--Grade VIII
/4	/6	/5

	A	B	C	D	E	F	Total
<u>Mispronunciations</u>							
<u>Substitutions</u>							
<u>Refusals</u>							
<u>Additions</u>							
<u>Omissions</u>							
<u>Reversals</u>							
<u>Total</u>							

*[Faint, illegible text visible through the paper from the reverse side]*

✓ indicates strength      x indicates weakness



# EDMONTON SEPARATE SCHOOLS

## VOCABULARY CHECK LIST

If no more than one word is missed pupil is to go on to the next level. This will give you the pupils' approximate grade level.

<u>LEVEL A</u>	<u>LEVEL B</u>	<u>LEVEL C</u>	<u>LEVEL D</u>	<u>LEVEL E</u>	<u>LEVEL F</u>
spend	base	accept	ability	tournament	category
clever	deal	fiber	deposit	friction	bedlam
brook	center	coast	concerts	decoy	endorsements
though	inning	beak	muzzle	binoculars	ravine
goodness	accident	metal	instruments	utilize	parasite
repeated	forced	splendid	beetle	dilemma	angular
orders	ghost	nuggets	valuable	penetrate	visualize
true	weight	captive	guarantee	almanac	devastating
earth	prisoner	vacation	scientist	neutrality	apprehensive
edge	thirsty	kernels	tornado	vitality	incredible
valentines	terms	honest	thread	irrigation	broached
thick	shipwreck	stirred	horrified	heirloom	yearling
parents	oven	injured	dense	elusive	thoroughfare
fifth	leather	grateful	urgent	contraption	scrubby
twice	speeding	tropical	wealthy	incredulous	vacuum

### Syllabication

Where would you break this word--gasket\_\_\_\_\_

Why?\_\_\_\_\_

Where would you break the word--stupendous\_\_\_\_\_

Why?\_\_\_\_\_

A syllable must contain a\_\_\_\_\_



EDMONTON SEPARATE SCHOOLS

INFORMAL READING INVENTORY (ORAL)

Start one level below vocabulary grade level. Stop when pupil exceeds 10 errors on a passage.

LEVEL A Oral (79 words)

The next morning Anya got on the bus. She carried a large package neatly wrapped in brown paper and tied with string.

"What's in it?" everybody asked.

"Valentines," Anya answered proudly.

"Must be big ones," a child said.

"Probably they won't even go into the valentine box."

Anya said nothing. Even if her valentines were not like American ones, they were the best she could do. Anyway, Frank had certainly said, "Do as you please. It's a free country."

Oral Comprehension Check

1. What did Anya take with her on the bus?
2. What month of the year was it?
3. What did the children think about her valentines?
4. Why did Anya say nothing to the children about her valentines?
5. Was Anya a careless girl? How do you know?

LEVEL B Oral (130 words)

A dozen men walked quickly along a forest trail. They were bound for the salt springs near the mountains. Each man led a pack horse. These men were all hunters and woodsmen, but they had never been in this country before. They didn't like to go there now, but they had to have salt. Their farm animals were suffering from the lack of it. New settlers had been bringing salt, but that was about gone now.

At the head of the long line walked one of the best guides in Pennsylvania, young Daniel Boone. He was tall and slender for his fifteen years. But he was strong and he could stand hardships as well as these older men. He was used to hardships. He had hunted alone for two years.



Oral Comprehension Check

1. Where were the men going?
2. Who were these men?
3. Why were they going into country they didn't like?
4. What kind of guide did they have?
5. How had Daniel shown that he could stand hardships?

LEVEL C Oral (140 words)

It was close to sunset in the woodlands of the Adirondack Mountains. Joseph Brant, the young leader of a group of Mohawk Indian boys, halted. The hunting trail that they had been following all day led into a small open space in the forest. Under a great tree, a spring of clear water trickled over mossy stones.

The leader raised his arm as a signal for his band to halt. "We will camp here for the night," he said. "It is a good place."

"Joseph Brant is very careful," said the boy next in line. "If I were leader of this hunting party, we would walk on until nightfall."

Joseph half turned. He began to answer sharply, but stopped. He knew that a leader must not let himself become angry. He was a sachem's son and must handle his men well.

Oral Comprehension Check

1. Who was Joseph Brant?
2. What had the boys been doing all day?
3. What did the leader decide to do?
4. What did the next boy think about this decision?
5. Why didn't Joseph give the boy a sharp answer?
6. What do you think a sachem is?



THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY

OF THE UNITED STATES

AND OF THE HISTORY OF THE

AMERICAN PEOPLE

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

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LEVEL D Oral (130 words)

Andy sat beside Red and Bob on a small island in the lake. All three wore swimming trunks. The water was so clear they could see the rocky bottom. Across the lagoon the grandstand blazed with color and hummed with excitement. The crowd was there, waiting for the next event in the Water Circus.

From his special platform on the island, the judge called the four teams swimming in the relay race. The boys rose and hurried toward him.

From beyond the judge's stand came the Blue Gills, the Jets, and the Eagles. Next came the Spartans with Red, Bob, and Andy on the team.

Andy was sure they could beat the Jets and the Eagles, but he wasn't so sure about beating the Blue Gills—they were splendid swimmers.

Oral Comprehension Check

1. Where were the three boys?
2. Where was the crowd?
3. On what team were Red, Bob, and Andy?
4. How did Andy feel about the other teams?

LEVEL E (Oral 169 words)

When Bill Wingate made his first appearance at Riverdale High School, he was sixteen years old and six feet three in his shoe packs. He came rattling down the mountain in an unbelievable ancient flivver, parked it with its nose to a tree, and ambled up the steps. His great red wrists hung far out of his coat sleeves. His neatly patched trousers missed his ankles by inches, and he wore an odd-looking little felt hat perched on his mop of sandy hair. But the most noticeable thing about him was his grin. It was so wide and friendly that even his grotesque length and outlandish costume were forgotten by the crowd of students who stood staring as he approached.

"Hi, folks," he nodded to them and went in.

Ten minutes later, in the principal's office, he registered as a sophomore. He had come to Riverdale High because, as he expressed it, he

... of the ...  
... of the ...  
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had "got all the education they could give" in the frame schoolhouse up on Hog Back.

Oral Comprehension Check

1. How did Bill get to Riverdale High School the first day?
2. Would Bill draw any unusual attention if he walked into your classroom today? Why?
3. What was the most noticeable thing about Bill?
4. Do you think Bill was fat or thin?
5. Why had he come to Riverdale High?
6. What was Hog Back?

LEVEL F Oral (155 words)

Black Kettle had a singular appearance. When he stood still, his tail reached to the ground; when he ran, especially against the wind, it streamed so far out behind that, from a distance, he looked about twenty feet long. His mane reached to the tip of his nose, and on the run he continually tossed his head, throwing his mane back over his ears so that he could see. This exceedingly long mane and tail were not Thoroughbred characteristics, and they served as marks by which Black Kettle could be easily recognized.

For twelve years many men tried to capture Black Kettle, causing his fame to spread throughout the West. Then came Frank Lockard, a young horse trader. With his partner William Simpson, he started out to capture Black Kettle in December of 1879. Frank had been successful in managing broncos, and he felt confident that he and Simpson could capture and tame any wild horse.

Oral Comprehension Check

1. What made Black Kettle look different from other horses?
2. What had made Black Kettle so well known in the West?
3. Who was Frank Lockard?
4. Why did Frank think that he could capture Black Kettle when others had failed?
5. What was singular about Black Kettle?







# GATES-RUSSELL SPELLING DIAGNOSTIC TESTS

Name.....Age.....I.Q.....Grade.....

Examiner.....School.....Date.....

Language parents speak (a) to one another.....(b) to children.....

<p><i>To the Examiner:</i></p> <p>This booklet contains tests fully described in Gates and Russell, <i>Diagnostic and Remedial Spelling Manual</i> (Bureau of Publications, Teachers College). The subject and the examiner must both be provided with booklets. They should exchange them for certain tests so that the written records of both subject and examiner may be contained in one booklet.</p>	TEST	RAW SCORE	GRADE SCORE
	1. Spelling Words Orally		
	2. Word Pronunciation		
	3. Giving Letters for Letter Sounds		
	4. Spelling One Syllable		
	5. Spelling Two Syllables		
	6. Word Reversals		
	7. Spelling Attack		
	8. Auditory Discrimination		
	9. Visual, Auditory, Kinaesthetic, and Combined Study Methods		

## SUPPLEMENTARY DIAGNOSIS

Grade Score

- |  |  |
|--|--|
| 1. Standard Test—Written Spelling .....      | 10. Hearing Loss. Left.....%, Right.....%. |
| 2. Standard Test—Silent Reading .....        | 11. Handedness. Comments:                  |
| 3. Standard Test—Oral Reading .....          | 12. Eyedness. Comments:                    |
| 4. Vocabulary Test .....                     | 13. Speech. Comments:                      |
| 5. Memory for Numbers .....                  | 14. Forming of Derivatives. Comments:      |
| 6. Memory for Words .....                    | 15. Use of Homonyms. Comments:             |
| 7. Handwriting—Speed.....letters per minute. |  |
| 8. Handwriting—Quality.....                  |  |
| 9. Vision Test. Comments:                    |  |

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COLUMBIA UNIVERSITY, NEW YORK  
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# 1. Spelling Words Orally (Do not ask pupil to spell any words after a total of ten errors; write errors above words spelled)

me	it	do	but	are	day
nine	card	mail	catch	teach	built
afraid	travel	prison	factory	visitor	measure
marriage	circular	estimate	elaborate	amusement	necessary
difficulty	approaches	restaurant	arrangement	information	magnificent
acquaintance	hippopotamus	architecture	extraordinary	miscellaneous	conscientious

Notes on Test 1.

Score .....

Check:

- |   |                                       |
|---|---------------------------------------|
| .....1. Spells as a unit (prison)           | .....4. Spells by syllables (fac-try) |
| .....2. Spells letter by letter (m-e-s-u-r) | .....5. Spells phonetically (vizater) |
| .....3. Spells by digraphs (a-fr-ai-d)      |                                       |

Underline:

6. Consistent in the above: yes, fairly, no.
7. He adds syllables; omits syllables.
8. In ten words, no. letters inserted.....; no. letters added.....; no. transpositions.....; no. letters omitted.....; no. substitutions..... (f for v; wh for w, etc.)

Comments:

## 2. Word Pronunciation

so	an	do	go	at
the	did	hen	may	son
king	door	came	late	east
every	after	child	blind	climb
window	bridge	scratch	plaster	servant
passenger	eighty	shepherd	chocolate	citizen
dispute	continue	brilliant	brightness	guardian
intelligent	impatient	temperature	profitable	reverence
irregular	manufacture	unnecessary	community	intelligence
satisfactory	countenance	preparation	affectionate	philosopher

Notes on Test 2.

Score.....× 2 =.....

1. Method: letter by letter; sound units; by syllables; guesses word as whole (underline)
2. Blending ability: poor, fair, good (underline)
3. No. additions.....; no. insertions.....; no. omissions.....; no. substitutions.....; no. transpositions.....
4. Used phonetic analysis: yes, no (underline)

## 3. Giving Letters for Letter Sounds

s t r p i oo m f k g Score.....

## 4. Spelling One Syllable

ub ip tie sot gib zar nuk arp eck mip Score.....

## 5. Spelling Two Syllables

nubit argos sopot urfo piptuk zignuk iptie ubzar

Notes on Test 5.

Score.....

.....1. Spells as one unit

.....4. Spells by syllables

.....2. Spells letter by letter

.....5. Consistent in above: yes, no, fairly.

.....3. Spells by digraphs

Comments (any syllables correct in test 4 and wrong in test 5; etc.)

## 6. Reversals (write error above word here)

1. on ma bad was no am war net rat now

2. raw ton saw dab won pot tar saw star peek

3. nap spot dear top war ma won team pal even

Complete reversals.....Partial.....Total.....

Total errors.....

% reversals.....

## 7. Learning to Spell Hard Words (last 4 of 10 words wrong in Test 1)

1.....Time.....seconds

(word)

Comments:

(l after letter means looking at original word; use 10 l, etc.)

Check:

1. Pronounces correctly

7. Writes looking at word

2. Eyes move over word several times

8. Writes without looking at word

3. Closes eyes to recall appearance

9. Writes word twice or more

4. Looks at word, saying clearly

10. Spells orally letter by letter

5. Fixes on hard part

11. Spells orally by syllables

6. Eyes closed a second time

12. Spells orally by digraphs

2.....Time.....seconds

(Use numbers as above)

Comments:

3.....Time.....seconds

(Numbers)

Comments:

4.....Time.....seconds

(Numbers)

Comments:

Pupil's Written Words

Score.....

**8. Auditory Discrimination** (6 feet, back turned)

(The pupil reads orally the following words before taking test 8. The examiner should be sure he recognizes all the words—repeat if necessary.)

do; are; seeing; where; shall; wetter; tired; ferry; dim; pay; big; fountain; air; to; by; slave; cheer; bib; bay; shell; weather; shave; very; were; sheer; dim; be; tied; ceiling; mountain.

be - by   do - to   are - air   dim - din   pay - bay   bib - big  
shall - shell   weather - wetter   ceiling - seeing   mountain - fountain  
tied - tired   cheer - sheer   shave - slave   very - ferry   where - were

Score.....

**9. Visual, Auditory, and Kinaesthetic Spelling**

Words studied *Visually*

1.

2.

3.

Comments :

Words studied *Auditorily*

1.

2.

3.

Comments :

Words studied *Kinaesthetically*

1.

2.

3.

Comments :

Words studied—*Combined Method*

1.

2.

3.

Comments :

Final Comments : Test 9.

Pupil's Final Spelling :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Summary Test 9.   No. Correct

V.	A.	K.	C.



# TEACHER'S DIAGNOSTIC CHART

FOR



THE C. A. GREGORY COMPANY  
 Test Division of  
 THE BOBBS-MERRILL COMPANY, INC.  
 A SUBSIDIARY OF HOWARD W. HARRIS & CO., INC.  
 1720 EAST 36TH STREET - INDIANAPOLIS 6, INDIANA

for pupil \_\_\_\_\_

## INDIVIDUAL DIFFICULTIES

## FUNDAMENTAL PROCESSES IN ARITHMETIC

Printed in U. S. A.

Prepared by G. T. Buswell and Lenore John

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ IQ \_\_\_\_\_

Date of Diagnosis: \_\_\_\_\_ Add. \_\_\_\_\_; Subt. \_\_\_\_\_; Mult. \_\_\_\_\_; Div. \_\_\_\_\_

Teacher's preliminary diagnosis \_\_\_\_\_

### ADDITION: (Place a check before each habit observed in the pupil's work)

- |  |   |
|--|---|
| — a1 Errors in combinations            | — a15 Disregarded column position                   |
| — a2 Counting                          | — a16 Omitted one or more digits                    |
| — a3 Added carried number last         | — a17 Errors in reading numbers                     |
| — a4 Forgot to add carried number      | — a18 Dropped back one or more tens                 |
| — a5 Repeated work after partly done   | — a19 Derived unknown combination from familiar one |
| — a6 Added carried number irregularly  | — a20 Disregarded one column                        |
| — a7 Wrote number to be carried        | — a21 Error in writing answer                       |
| — a8 Irregular procedure in column     | — a22 Skipped one or more decades                   |
| — a9 Carried wrong number              | — a23 Carrying when there was nothing to carry      |
| — a10 Grouped two or more numbers      | — a24 Used scratch paper                            |
| — a11 Splits numbers into parts        | — a25 Added in pairs, giving last sum as answer     |
| — a12 Used wrong fundamental operation | — a26 Added same digit in two columns               |
| — a13 Lost place in column             | — a27 Wrote carried number in answer                |
| — a14 Depended on visualization        | — a28 Added same number twice                       |

Habits not listed above \_\_\_\_\_

### (Write observation notes on pupil's work in space opposite examples)

(1) $\begin{array}{r} 5 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ 3 \\ \hline \end{array}$		(5) $6 + 2 =$  $3 + 4 =$	
(2) $\begin{array}{r} 2 \\ 9 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ 4 \\ \hline \end{array}$		(6) $\begin{array}{r} 52 \\ 13 \\ \hline \end{array}$ $\begin{array}{r} 40 \\ 39 \\ \hline \end{array}$	
(3) $\begin{array}{r} 12 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ 5 \\ \hline \end{array}$		(7) $\begin{array}{r} 78 \\ 71 \\ \hline \end{array}$ $\begin{array}{r} 46 \\ 92 \\ \hline \end{array}$	
(4) $\begin{array}{r} 19 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ 9 \\ \hline \end{array}$		(8) $\begin{array}{r} 3 \\ 5 \\ 8 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ 7 \\ 9 \\ 7 \\ \hline \end{array}$	



# ADDITION:

<p>(9)</p> $\begin{array}{r} 53 \\ 8 \end{array}$ $\begin{array}{r} 7 \\ 89 \end{array}$		<p>(17)</p> $\begin{array}{r} 283 \\ 748 \end{array}$ $\begin{array}{r} 495 \\ 778 \end{array}$	
<p>(10)</p> $2 + 5 + 1 + 8 =$ $4 + 9 + 4 + 6 =$		<p>(18)</p> $\begin{array}{r} 34 \\ 33 \\ 55 \\ 94 \end{array}$ $\begin{array}{r} 66 \\ 98 \\ 68 \\ 49 \end{array}$	
<p>(11)</p> $\begin{array}{r} 664 \\ 203 \end{array}$ $\begin{array}{r} 145 \\ 652 \end{array}$		<p>(19)</p> $\begin{array}{r} 13 \\ 587 \\ 46 \\ 131 \end{array}$ $\begin{array}{r} 66 \\ 989 \\ 896 \\ 467 \end{array}$	
<p>(12)</p> $\begin{array}{r} 35 \\ 234 \end{array}$ $\begin{array}{r} 601 \\ 78 \end{array}$		<p>(20)</p> $\begin{array}{r} 9361825 \\ 8758785 \end{array}$ $\begin{array}{r} 3907598 \\ 785763 \end{array}$	
<p>(13)</p> $\begin{array}{r} 69 \\ 12 \end{array}$ $\begin{array}{r} 38 \\ 84 \end{array}$		<p>(21)</p> $\begin{array}{r} 1 \\ 6 \\ 8 \\ 1 \\ 3 \\ 0 \\ 7 \\ 1 \\ 8 \\ 4 \\ 0 \\ 2 \\ 2 \end{array}$ $\begin{array}{r} 6 \\ 2 \\ 7 \\ 9 \\ 4 \\ 9 \\ 8 \\ 6 \\ 9 \\ 8 \\ 4 \\ 3 \end{array}$	
<p>(14)</p> $\begin{array}{r} 532 \\ 87 \end{array}$ $\begin{array}{r} 82 \\ 896 \end{array}$		<p>(22)</p> $\begin{array}{r} 879 \\ 266 \\ 498 \\ 167 \\ 137 \end{array}$ $\begin{array}{r} 866 \\ 969 \\ 986 \\ 898 \\ 449 \end{array}$	
<p>(15)</p> $\begin{array}{r} 13 \\ 7 \\ 5 \\ 2 \end{array}$ $\begin{array}{r} 8 \\ 9 \\ 33 \\ 8 \end{array}$		<p>(23)</p> $\begin{array}{r} 817 \\ 7053 \\ 42610 \\ 92 \\ 938512 \end{array}$ $\begin{array}{r} 5134 \\ 73045 \\ 3 \\ 227528 \\ 242 \end{array}$	
<p>(16)</p> $\begin{array}{r} 268 \\ 961 \end{array}$ $\begin{array}{r} 943 \\ 128 \end{array}$			

SUBTRACTION: (Place a check before each habit observed in the pupil's work)

<div>— s1 Errors in combinations</div> <div>— s2 Did not allow for having borrowed</div> <div>— s3 Counting</div> <div>— s4 Errors due to zero in minuend</div> <div>— s5 Said example backwards</div> <div>— s6 Subtracted minuend from subtrahend</div> <div>— s7 Failed to borrow; gave zero as answer</div> <div>— s8 Added instead of subtracted</div> <div>— s9 Error in reading</div> <div>— s10 Used same digit in two columns</div> <div>— s11 Derived unknown from known combination</div> <div>— s12 Omitted a column</div> <div>— s13 Used trial-and-error addition</div> <div>— s14 Split numbers</div>	<div>— s15 Deducted from minuend when borrowing was not necessary</div> <div>— s16 Ignored a digit</div> <div>— s17 Deducted 2 from minuend after borrowing</div> <div>— s18 Error due to minuend and subtrahend digits being same</div> <div>— s19 Used minuend or subtrahend as remainder</div> <div>— s20 Reversed digits in remainder</div> <div>— s21 Confused process with division or multiplication</div> <div>— s22 Skipped one or more decades</div> <div>— s23 Increased minuend digit after borrowing</div> <div>— s24 Based subtraction on multiplication combination</div>
--	--

Habits not listed above \_\_\_\_\_

<div>(1)</div> <div>5 8</div> <div>3 8</div> <div><u>  </u> <u>  </u></div>		<div>(5)</div> <div>3 6 7 9</div> <div>2 1 2 4</div> <div><u>  </u> <u>  </u></div>	
<div>(2)</div> <div>7 - 1 =</div> <div>9 - 0 =</div>		<div>(6)</div> <div>1 2 1 0</div> <div>6 2</div> <div><u>  </u> <u>  </u></div>	
<div>(3)</div> <div>1 9 1 5</div> <div>2 4</div> <div><u>  </u> <u>  </u></div>		<div>(7)</div> <div>1 5 1 9</div> <div>1 3 1 2</div> <div><u>  </u> <u>  </u></div>	
<div>(4)</div> <div>5 8 7 9</div> <div>4 3</div> <div><u>  </u> <u>  </u></div>		<div>(8)</div> <div>5 9 - 2 =</div> <div>8 6 - 4 =</div>	

# SUBTRACTION:

(9) 346      836 <u>215</u> <u>302</u>		(16) 624      852 <u>193</u> <u>308</u>	
(10) 189      399 <u>45</u> <u>70</u>		(17) 431      963 <u>162</u> <u>594</u>	
(11) 61        75 <u>2</u> <u>9</u>		(18) 950      507 <u>376</u> <u>221</u>	
(12) 56        42 <u>48</u> <u>36</u>		(19) 9546    9653 <u>8687</u> <u>2954</u>	
(13) 92        42 <u>64</u> <u>19</u>		(20) 5941    6805 <u>968</u> <u>978</u>	
(14) 528      292 <u>64</u> <u>84</u>		(21) 132428 823533 <u>38679</u> <u>245838</u>	
(15) 1067    4498 <u>237</u> <u>825</u>		(22) 10000   80030 <u>8192</u> <u>46759</u>	

**Multiplication:** (Place a check before each habit observed in the pupil's work)

m1 Errors in combinations	m18 Error in single zero combinations, zero as multiplicand
m2 Error in adding the carried number	m19 Confused products when multiplier had two or more digits
m3 Wrote rows of zeros	m20 Repeated part of table
m4 Carried a wrong number	m21 Multiplied by adding
m5 Errors in addition	m22 Did not multiply a digit in multiplicand
m6 Forgot to carry	m23 Based unknown combination on another
m7 Used multiplicand as multiplier	m24 Errors in reading
m8 Error in single zero combinations, zero as multiplier	m25 Omitted digit in product
m9 Errors due to zero in multiplier	m26 Errors in writing product
m10 Used wrong process—added	m27 Errors in carrying into zero
m11 Counted to carry	m28 Illegible figures
m12 Omitted digit in multiplier	m29 Forgot to add partial products
m13 Wrote carried number	m30 Split multiplier
m14 Omitted digit in multiplicand	m31 Wrote wrong digit of product
m15 Errors due to zero in multiplicand	m32 Multiplied by same digit twice
m16 Error in position of partial products	m33 Reversed digits in product
m17 Counted to get multiplication combinations	m34 Wrote tables

Habits not listed above \_\_\_\_\_

(1) $\begin{array}{r} 4 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 3 \\ \hline \end{array}$	(5) $\begin{array}{r} 301 \\ 3 \\ \hline \end{array}$ $\begin{array}{r} 1303 \\ 2 \\ \hline \end{array}$
(2) $\begin{array}{r} 8 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ 9 \\ \hline \end{array}$	(6) $9 \times 9 =$  $7 \times 8 =$
(3) $\begin{array}{r} 44 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ 3 \\ \hline \end{array}$	(7) $\begin{array}{r} 52 \\ 3 \\ \hline \end{array}$ $\begin{array}{r} 91 \\ 7 \\ \hline \end{array}$
(4) $\begin{array}{r} 343 \\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2212 \\ 4 \\ \hline \end{array}$	(8) $\begin{array}{r} 83 \\ 5 \\ \hline \end{array}$ $\begin{array}{r} 34 \\ 4 \\ \hline \end{array}$

# Multiplication:

<p>(9)</p> $\begin{array}{r} 102 \\ 9 \end{array}$ $\begin{array}{r} 705 \\ 7 \end{array}$		<p>(16)</p> $\begin{array}{r} 52 \\ 30 \end{array}$ $\begin{array}{r} 769 \\ 80 \end{array}$	
<p>(10)</p> $\begin{array}{r} 54 \\ 5 \end{array}$ $\begin{array}{r} 43 \\ 8 \end{array}$		<p>(17)</p> $\begin{array}{r} 144 \\ 25 \end{array}$ $\begin{array}{r} 8046 \\ 97 \end{array}$	
<p>(11)</p> $\begin{array}{r} 241 \\ 5 \end{array}$ $\begin{array}{r} 7140 \\ 6 \end{array}$		<p>(18)</p> $\begin{array}{r} 5602 \\ 100 \end{array}$ $\begin{array}{r} 94530 \\ 600 \end{array}$	
<p>(12)</p> $\begin{array}{r} 254 \\ 5 \end{array}$ $\begin{array}{r} 7604 \\ 9 \end{array}$		<p>(19)</p> $\begin{array}{r} 53 \\ 321 \end{array}$ $\begin{array}{r} 68 \\ 9878 \end{array}$	
<p>(13)</p> $\begin{array}{r} 35897 \\ 2 \end{array}$ $\begin{array}{r} 76097 \\ 8 \end{array}$		<p>(20)</p> $\begin{array}{r} 142 \\ 302 \end{array}$ $\begin{array}{r} 7205 \\ 906 \end{array}$	
<p>(14)</p> $\begin{array}{r} 0 \\ 5 \end{array}$ $\begin{array}{r} 6 \\ 0 \end{array}$		<p>(21)</p> $\begin{array}{r} 512 \\ 231 \end{array}$ $\begin{array}{r} 6498 \\ 987 \end{array}$	
<p>(15)</p> $\begin{array}{r} 97 \\ 12 \end{array}$ $\begin{array}{r} 67 \\ 98 \end{array}$		<p>(22)</p> $\begin{array}{r} 225 \\ 630 \end{array}$ $\begin{array}{r} 9637 \\ 670 \end{array}$	



Division: (Place a check before each habit observed in the pupil's work)

— d1 Errors in division combinations  
 — d2 Errors in subtraction  
 — d3 Errors in multiplication  
 — d4 Used remainder larger than divisor  
 — d5 Found quotient by trial multiplication  
 — d6 Neglected to use remainder within problem  
 — d7 Omitted zero resulting from another digit  
 — d8 Used wrong operation  
 — d9 Omitted digit in dividend  
 — d10 Counted to get quotient  
 — d11 Repeated part of multiplication table  
 — d12 Used short division form for long division  
 — d13 Wrote remainders within problem  
 — d14 Omitted zero resulting from zero in dividend  
 — d15 Omitted final remainder  
 — d16 Used long division form for short division  
 — d17 Counted in subtracting  
 — d18 Used too large a product

— d19 Said example backwards  
 — d20 Used remainder without new dividend figure  
 — d21 Derived unknown combination from known one  
 — d22 Had right answer, used wrong one  
 — d23 Grouped too many digits in dividend  
 — d24 Error in reading  
 — d25 Used dividend or divisor as quotient  
 — d26 Found quotient by adding  
 — d27 Reversed dividend and divisor  
 — d28 Used digits of divisor separately  
 — d29 Wrote all remainders at end of problem  
 — d30 Misinterpreted table  
 — d31 Used digit in dividend twice  
 — d32 Used second digit of divisor to find quotient  
 — d33 Began dividing at units digit of dividend  
 — d34 Split dividend  
 — d35 Used endings to find quotient

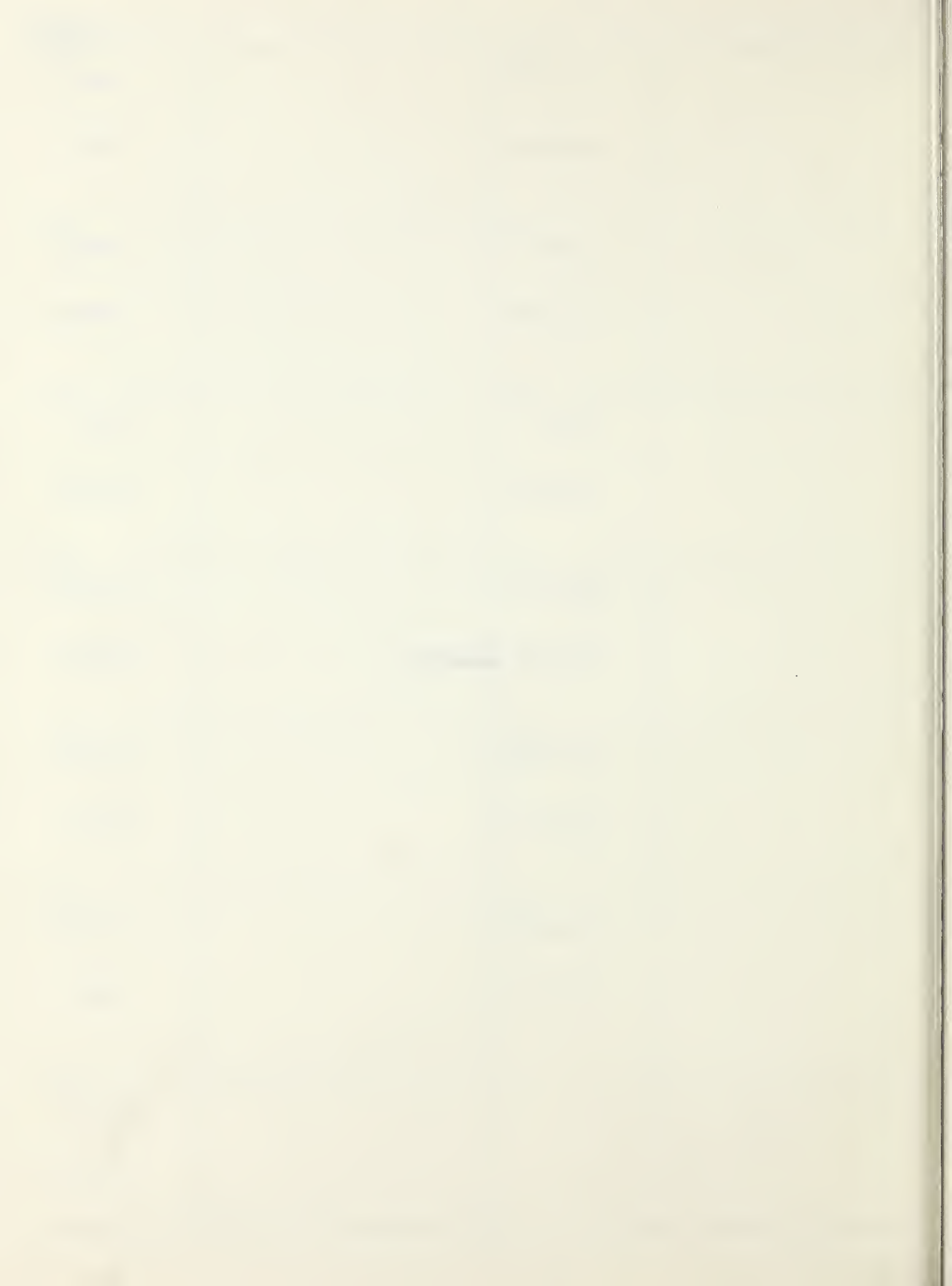
Habits not listed above \_\_\_\_\_

(1) $\begin{array}{r} 2 \overline{) 8} \\ \\ \\ \\ \end{array}$		(5) $\begin{array}{r} 3 \overline{) 18300} \\ \\ \\ \\ \end{array}$	
(2) $\begin{array}{r} 4 \overline{) 1684} \\ \\ \\ \\ \end{array}$		(6) $\begin{array}{r} 3 \overline{) 1209} \\ \\ \\ \\ \end{array}$	
(3) $\begin{array}{r} 3 \overline{) 693} \\ \\ \\ \\ \end{array}$		(7) $8 \div 1 =$	
(4) $\begin{array}{r} 5 \overline{) 5} \\ \\ \\ \\ \end{array}$		(8) $\begin{array}{r} 2 \overline{) 9} \\ \\ \\ \\ \end{array}$	

Division:

<p>(9)</p> $\begin{array}{r} 23 \overline{)483} \\ \\ \\ \end{array}$ $32 \overline{)992}$		<p>(16)</p> $\begin{array}{r} 5 \overline{)35156} \\ \\ \\ \end{array}$ $8 \overline{)196506}$	
<p>(10)</p> $3 \overline{)1000}$ $9 \overline{)80000}$		<p>(17)</p> $5 \overline{)151}$ $6 \overline{)204183}$	
<p>(11)</p> $2 \overline{)964}$ $7 \overline{)31542}$		<p>(18)</p> $17 \overline{)359}$ $78 \overline{)62644}$	
<p>(12)</p> $2 \overline{)6140}$ $6 \overline{)54036}$		<p>(19)</p> $37 \overline{)15133}$ $46 \overline{)231104}$	
<p>(13)</p> $9 \overline{)41670}$ $3 \overline{)17385}$		<p>(20)</p> $400 \overline{)295600}$ $530 \overline{)332840}$	
<p>(14)</p> $16 \overline{)576}$ $25 \overline{)925}$		<p>(21)</p> $924 \overline{)580272}$ $395 \overline{)302175}$	
<p>(15)</p> $21 \overline{)1491}$ $34 \overline{)16354}$			

## APPENDIX E



EDMONTON SEPARATE SCHOOLS

TRANSITION CLASS

Enrolment Form

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Age \_\_\_\_\_ years \_\_\_\_\_ months, Birthday \_\_\_\_\_ Birthplace \_\_\_\_\_

1. What school did you attend last year? \_\_\_\_\_ Grade \_\_\_\_\_

2. Do you live at home with your parents? \_\_\_\_\_

3. What work does your father do? \_\_\_\_\_

4. Does your mother work? \_\_\_\_\_

5. How many children are in your family? \_\_\_\_\_

List names and ages of brothers and sister.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How many years have you attended school? \_\_\_\_\_

List the schools which you have attended and beside each state the grade(s) you took at that school.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What grade have you repeated? \_\_\_\_\_

8. Which subject do you find hardest? \_\_\_\_\_

9. Have you ever taken tests at the Guidance Clinic or at the University? \_\_\_\_\_

10. Have you missed much school because of illness? \_\_\_\_\_

11. How many more years, counting this year, do you intend to go to school? \_\_\_\_\_

12. What do you hope to do after you finish school? \_\_\_\_\_  
\_\_\_\_\_

13. Do you like school? \_\_\_\_\_ Why? \_\_\_\_\_

Signature \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_





EDMONTON SEPARATE SCHOOLS

FORM F

TRANSITION CLASS--Principal's Evaluation

1. In your opinion has the Transition (Special 7) class fulfilled a need in our school system? \_\_\_\_\_
2. Has bringing students from other schools created any major problems in your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Selection of students for these classes is difficult. For the most part they were selected on a basis of low achievement in the elementary school plus classroom teacher's recommendations. The great majority appear to be low achievers even though many are slow learners. Your suggestions on selection of students would be helpful. Keep in mind this point.--Would the child benefit more by being in the Transition class than in a regular class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you feel that the achievement in the regular Grade VII class has improved by not having these students in it? \_\_\_\_\_
5. Is there an advantage in having the Principal and/or Vice Principal teach part-time in these classes? \_\_\_\_\_
6. Would regular Grade VII teachers prefer a Grade VII with a larger enrolment but with low achievers removed to a Grade VII with a smaller enrolment including low achievers?    \_\_\_\_yes       \_\_\_\_no
7. How might the transition class be improved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Other comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_ Principal \_\_\_\_\_

*[The text in this block is extremely faint and illegible, appearing to be a series of lines of handwriting or a printed document.]*

EDMONTON SEPARATE SCHOOLS  
Teacher's Evaluation of Student \_\_\_\_\_

FORM D

TRANSITION CLASS

1. If you have detected a change in attitude of students following one year in the transition class indicate where the greatest improvement has been.
- |                                 |                            |
|---------------------------------|----------------------------|
| <u>      </u> emotional control | <u>      </u> creativeness |
| <u>      </u> judgment          | <u>      </u> cooperation  |
| <u>      </u> dependability     | <u>      </u> courtesy     |
| <u>      </u> work habits       | <u>      </u> obedience    |
2. Did you encounter difficulty in getting this student to do homework in a satisfactory manner
- (a) at the beginning of the school year       yes       no
- (b) at the end of the school year       yes       no
3. Would you consider this student to be happy and relaxed
- (a) at the beginning of the school year       yes       no
- (b) at the end of the school year       yes       no
4. Has this student been involved with the police
- (a) previous to this year       yes       no
- (b) during the past 4 months       yes       no
5. Did this student attend school regularly
- (a) last year       yes       no
- (b) this year       yes       no
6. How many books for pleasure did this student read
- (a) during Sept. and Oct. \_\_\_\_\_
- (b) during April and May \_\_\_\_\_
7. Did this student plan to leave school when he was of age
- (a) at the beginning of the school year       yes       no
- (b) at the end of the school year       yes       no
8. Would you consider this student to be a discipline problem
- (a) at the beginning of the school year       yes       no
- (b) at the end of the school year       yes       no
9. Did parent(s) attend
- (a) the first parent-teacher conference \_\_\_\_\_
- (b) the last parent-teacher conference \_\_\_\_\_
10. What was the parent's attitude towards special class help being given to child
- |                      |                    |                  |                  |                  |
|----------------------|--------------------|------------------|------------------|------------------|
| (a) first interview  | <u>      </u> V.G. | <u>      </u> G. | <u>      </u> F. | <u>      </u> P. |
| (b) second interview | <u>      </u> V.G. | <u>      </u> G. | <u>      </u> F. | <u>      </u> P. |

SCHOOL \_\_\_\_\_





EDMONTON SEPARATE SCHOOLS

TRANSITION CLASS--TEACHERS EVALUATION

FORM H

1. In your opinion has the transition class fulfilled a need in our school system? \_\_\_\_\_
2. Selection of students for these classes is a major problem.  
In your opinion:

(a) Who should be included?

---

---

---

(b) Who should not be included?

---

---

---

3. What were the major problems encountered?

---

---

---

4. How might this class be improved?

---

---

---

SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_



# FORM G

### Pupil Evaluation of Transition Class

1. Have you been happier in school this year than last year? yes no

3. Are you glad now that you have spent a year in this class rather than in a regular grade? \_\_\_\_\_ yes \_\_\_\_\_ no

5. Have you spent more time on homestudy this year than last year? \_\_\_\_\_ yes \_\_\_\_\_ no

7. Do you plan to leave school as soon as you are permitted to by law? \_\_\_\_\_ yes \_\_\_\_\_ no

(b) About how many books did you read this year?  
 \_\_\_\_\_ 0, \_\_\_\_\_ 5, \_\_\_\_\_ 10, \_\_\_\_\_ 20, \_\_\_\_\_ 40.

10. Have you found it easier to stay out of trouble this year?

(c) away from home yes ☐ no ☐

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THE [illegible] OF [illegible]  
[illegible] [illegible] [illegible]

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## P A R E N T - T E A C H E R C O N F E R E N C E S

### PREPARING CONFERENCE MATERIALS

It goes without saying that any teacher preparing for conferences will have certain information on hand. She will know a child's ability (in terms of average, superior, etc., not as specific I.Q.) She will be prepared to tell whether he is working up to grade level, whether he is working up to his ability, where he is strong and where he is weak. She will avoid referring to class lists to look up information. Many teachers prepare other material.

1. One teacher uses the old, but effective, practice of preparing a folder of each pupil's work. In it she puts samples of work done in every subject from the beginning of the semester until conference time. The folder has several advantages. For one thing, the fundamentals are covered, even though Mother and Teacher may not get time to talk about all of them during the conferences. For another, Dad gets a report, too, for Mother takes the folder home.

2. One teacher uses an outline:

- (a) Major interests of the pupil around home;
- (b) Major strengths observed in school;
- (c) How pupil spends his time in the evening
  - homestudy
  - reading
  - T.V.
  - Music etc.;
- (d) General health of child;
- (e) Other information which would help the school.

### THE CONFERENCE

Here are some tested "do's" when parents arrive.

1. Be the same hostess in your classroom that you would be in your own home. Go to the door to greet your guest, introduce yourself if you are strangers, and try to make the parent comfortable and at ease.
2. Try to put yourself in the place of the parent and try to imagine what effect your remarks will have. Be truthful - but remember that you are talking to a parent about his most precious possession, his child. Combine truth with tact in greeting and dismissing the parents.
3. Deal with only one or two points.
4. Avoid making comparisons or referring to other students.
5. Hear criticism fully and get suggestions. Avoid arguments and when it is desirable to change a point of view, do it diplomatically.
6. Plan WITH the parent how you will work together to help the child build a certain skill or overcome a specific difficulty.
7. Begin - and end - the conference with something good about the child.



The first part of the chapter discusses the importance of the

second part of the chapter discusses the importance of the

third part of the chapter discusses the importance of the

fourth part of the chapter discusses the importance of the

fifth part of the chapter discusses the importance of the

sixth part of the chapter discusses the importance of the

seventh part of the chapter discusses the importance of the

EDMONTON SEPARATE SCHOOLS

FORM E

TRANSITION CLASS

Parent Evaluation of Transition Class

1. Have you noticed any improvement in your child's attitude this year in regard to: (Please check (✓))
 

	Improvement	No Improvement
(a) Interest in school	_____	_____
(b) Homestudy	_____	_____
(c) Assuming responsibilities around the home	_____	_____
(d) Cooperating with other members of the family	_____	_____
(e) Reading books etc.	_____	_____
(f) Desire to remain in School	_____	_____
  
  2. Do you feel that your child has benefited more this year by being in this class rather than in a regular class? \_\_\_\_\_yes \_\_\_\_\_no
  
  3. Which method of reporting your child's progress do you feel is better?  
 \_\_\_\_\_report cards \_\_\_\_\_interviews with the teacher.
  
  4. Should these classes be continued for other pupils who have difficulty in school? \_\_\_\_\_yes \_\_\_\_\_no.
  
  5. How might these classes be improved? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
  6. Other Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Date \_\_\_\_\_ Parents Name \_\_\_\_\_
- (Student's name \_\_\_\_\_) Address \_\_\_\_\_
- Telephone \_\_\_\_\_

THE HISTORY OF THE  
CITY OF BOSTON

1780

The history of the city of Boston is a subject of great interest and importance. It is a city of many centuries, and its history is a record of the growth and development of one of the most important cities in the world. The city has been the seat of many great events, and its history is a record of the progress of the human race. The city has been the birthplace of many great men, and its history is a record of the achievements of the human mind. The city has been the center of many great movements, and its history is a record of the struggles of the human spirit. The city has been the home of many great institutions, and its history is a record of the progress of the human race. The city has been the seat of many great events, and its history is a record of the progress of the human race. The city has been the birthplace of many great men, and its history is a record of the achievements of the human mind. The city has been the center of many great movements, and its history is a record of the struggles of the human spirit. The city has been the home of many great institutions, and its history is a record of the progress of the human race.









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